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ABSTRACT

The papers presented in this monograph describe some of the experiences of nine Teacher Corps projects in the planning, implementation, and evaluation of programs to foster community involvement in the schools. Community representation is reflected in groups of individuals which may be called the Community Council, Advisory Committee, or Steering Committee, and these groups form the nucleus for the governance structure of Teacher Corps projects. The councils may be made up of people from business and industry, community agencies, institutions, and parents of school children. These individuals, in collaboration with school officials, Teacher Corps personnel, and persons representing the institution of higher education, make decisions about how the program can best meet the needs of pupils in that particular school-community and what community resources are available to address the varying needs of school-community in solving critical problems. (JD)

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SCHOOL-COMMUNITY COUNCIL GOVERNANCE

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SOUTHEASTERN TEACHER CORPS NETWORK

The Southeastern Teacher Corps Network (SETCN) is a regional network of Teacher Corps projects which are located in the states of Alabama, Florida, Georgia, Mississippi, and South Carolina. The group exists as a collaborative group to provide training and assistance to the project directors and project staffs in those states. During 1976-77, there were nine projects in SETCN. The directors of these projects served as the Board of Directors of the Network. The Board of Directors determined their mutual needs, designed workshops, conferences, and other services in order to meet those needs, and participated in the development of two monographs—one on Inservice Teacher Education, and this one on Governance through the Community Council.

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Miles College

Robert Scott
Lee County/Francis Marion College

Burnett Joiner, Executive Secretary

Charlene Patrick, Secretary Raymond Bryant, Staff Assistant

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Production Director ..... Evelyn Ashley

Production Managers .. Linda Register and Charlene Patrick

Typesetter ..... Joe Schmerler

Artist ..... Binky Hart

CONTRIBUTORS

James Doanes, Atlanta University, Atlanta, Georgia

John W. Dobson, Cullman County Area Vocational Center, Cullmann, Alabama

Patricia Grierson, Jackson State College, Jackson, Mississippi

Jerry Hough, Lee County/Francis Marion College, Florence, South Carolina

W. Jack Lyday, University of South Carolina, Columbia, South Carolina

Douglas C. Moorer, Miles College/Jefferson County, Birmingham, Alabama

Ernest K. Nicholson, Lee County/Francis Marion College, Florence, South Carolina

Elnora O. Roane, Miles College/Jefferson County, Birmingham, Alabama

Leroy Simmons, Florida State University/Florida A & M University-Leon County, Tallahassee, Florida

Terry Tappouni, University of South Florida/Hillsborough County, Tampa, Florida

Linda Tell, University of South Florida/Hillsborough County, Tampa, Florida

Betty W. Whisnant, Harris County/Columbus College, Hamilton, Georgia

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PREFACE

Critics of American education have charged that schools have been ineffective in addressing the problems of our contemporary society. Remarks such as "Schools must become more responsive to needs of students," and "Schools must be sensitive to the cultures and subcultures of the total society they serve," and countless other comments are not uncommon. Perkinson, in his book *Imperfect Panacea: American Faith In Education–1865-1965,* alleges that in spite of all their efforts, schools have not eliminated racism, nor secured equality of economic opportunity, nor overcome widespread political powerlessness. Rather, schools, he claims, have added to all of these problems. Toffler advances the notion that schools are suffering from some "gut-deep disease" he calls obsolescence.

We could go on about what schools should be doing or what they haven't done. However, I have elected not to do so. If I thought agreement could be reached with regard to the whole question of what schools are for, and if I thought we really knew how to begin to address the concerns of schools as they relate to our contemporary society, I would not be at all sure that we could really solve the problem without looking at establishing some new kinds of linkages and support systems which involve community participation.

Davis writes that elementary and secondary education cannot be improved without the reform of higher education. On the other hand, neither will succeed without genuine participation by the community, which is, after all, the interested and main consumer of education. Senator Kennedy reinforced this notion in remarks to a group of Teacher Corps people in Washington in 1976 when he stated that the full involvement of the community in the educational process is crucial to the future success and expansion of any programs of educational reform.

The kinds of linkages and support systems which are necessary to bring about reform in our educational system are reflected in efforts by Teacher Corps to foster a parity relation between the

school and community for impacting the process of schooling. Such a relationship is predicated upon the bringing together of broad-based representation from the total school-community in building programs of responsible community-school participation.

Viable programs of community involvement and participation are a major goal of Teacher Corps. The rationale for Teacher Corps' interest in community involvement in the process of schooling seems to be best summarized by Hart and Yeager as quoted by Warden in his booklet entitled *What Others Say About . . . Community Schools*:

> Education is not apart from life . . . the democratic problem in education is not primarily a problem of training children; it is a problem of making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent to the good of life, and eager in the tasks of the age. A school cannot produce the result; nothing but a community can do so. . . . (Hart)

> As the eye cannot get along without the hand, neither can the school without the home, nor the school and home without the community. Each becomes necessary to the welfare of the others; all must work together in the interest of childhood and of desirable living for all men in every community. Although the leadership belongs to public education, the responsibility belongs to all. . . . (Yeager)

Broad-based community representation is reflected in each of the Teacher Corps projects within the Southeastern Teacher Corps Network. A group of individuals called either the Community Council, advisory committee, or steering committee form the nucleus for the governance structure of each project. The council is made up of people from business and industry, community agencies, institutions, and parents of school children. These individuals, in collaboration with school officials, Teacher Corps personnel, and persons representing the institution of higher education, make decisions about how: (a) the program can best meet the needs of the pupils in that particular school-community,

and (b) the resources of the total community can best be tapped, coordinated, and delivered to address the varying needs of the school-community in solving critical problems.

These projects operate under the premise that if schools are to make a difference, then the community must have a say in what the needs are and be willing to work in a coordinated effort to meet the challenge.

The papers which are presented in this monograph describe some of the processes, promises, and pitfalls experienced by nine Teacher Corps projects in the planning, implementation, and evaluation of programs to foster community involvement. While these papers speak specifically to issues and practices in projects within the Southeast, there are common elements which are generalizable in terms of operationalizing programs of community involvement anywhere in the country. Therefore, we hope the reader will find in this monograph ideas which will be useful whether the setting is rural or urban, elementary or secondary.

Burnett Joiner
Executive Secretary
Southeastern Teacher Corps Network

PART I

THE CONCEPT OF

SHARED GOVERNANCE

PART I—THE CONCEPT OF SHARED GOVERNANCE

The idea of shared governance has been one of the major criteria for Teacher Corps since its inception. Various models for collaborative decision making have been developed and tried, based on the belief that anyone affected by a decision should be involved in the making of it. The underlying assumption is that a broad decision-making base will not only result in qualitatively better decisions, but also that any activities related to the decision will more likely be completed if the person expected to complete them has invested something in making the decision.

The implementation of the concept of shared governance has been particularly difficult in Teacher Corps. The groups which projects normally try to include in the decision-making process, e.g., Institutions of Higher Education, Local Education Agencies (School Districts), Teacher Organizations, State Departments of Education, and community persons and groups, historically have little tradition of cooperation and collaboration.

Several procedures have evolved in Teacher Corps which are designed to overcome this lack of collaborative decision making. The oldest such procedure is the Steering Committee, composed of representatives of all the groups described above, as vested with the authority to make and/or approve decisions. The Steering Committee has played a crucial role in the development of shared governance models. In practice, it has not always exercised the decision-making authority invested in it. There are many reasons for this, but most often it is simply a result of lack of time, commitment, training, and/or clarity of purpose. Steering Committees normally meet no more than once a month, and it is easy for a Teacher Corps staff to get in the habit of making/implementing decisions and then reporting the decision at the next meeting of the Steering Committee.

The heart of the community governance process is the people served, the people who make up the school community. It is, in fact, their needs, interests and concerns that Teacher Corps is designed to serve. Only recently, however, has Teacher Corps

begun to focus seriously on the community as an integral part of the decision-making mechanism—and require school-community councils as a part of each project.

There seem to be at least three basic reasons which have prompted Teacher Corps to establish school-community councils:

1. To actively involve the people to be served in the decision-making and goal-setting processes related primarily to K-12 education as well as to the expanded concept of community education.

2. To increase the amount of active participation of community people in the total schooling process.

3. To develop a viable mechanism for continuing many of the programs, activities, innovations, and changes initiated by Teacher Corps after the project phases out.

Teacher Corps, as with many other innovative educational programs, has come to realize that the school alone cannot intervene sufficiently in the lives of children and young adults to overcome a history and a continuing environment of influences which run counter to school success. The emphasis now being placed on community education encourages new relationships among schools, home, and community. The school-community council provides the vehicle for continuous dialogue and action.

Membership on school-community councils and relationships with other councils will vary among projects, but there are several guiding principles which help ensure broad, democratic governance:

1. While an appointed task force may serve as a council temporarily, an elected council is generally preferable. However, elections should be conducted so as to guarantee representation by special groups such as minorities, students, handicapped, and senior citizens.

2. The community coordinator's key role is to help the council organize and provide some training in group problem-solving techniques. Once the council is able to function fairly well, the coordinator should drop back to an advisory/data input role.

3. The council should elect its own chairperson (preferably not the community coordinator, although in some instances the coordinator as chairperson has worked out well) and set up its own set of guidelines or by-laws.

4. There seem to be two sizes of councils which can work effectively if organized properly:

a. The large council of 30-40 members which meets three or four times a year in planning sessions with an executive committee set up to meet at least monthly. This type of council works best through action task forces composed of five to ten of its members. There is no limit on the size of such a council. Efforts must be taken to ensure that special groups are represented both in the council-at-large and on the executive committee.

b. The small council of 10-15 members which meets regularly (monthly or twice monthly) and works through action task forces of five to ten made up of council members and community people not actually on the council. Care must be taken to ensure that the council is representative of the entire community and that task forces, while representative, are made up of persons appropriate for and interested in the specific problem area. For example, for a problem concerning senior citizens, the task force might include:

- three to four senior citizens (at least one of whom is a council member)
- community coordinator (council member)
- director of Council on Aging

– nutrition director of Meals on Wheels

– Title XX director of programs for the aging

– mental health counselor trained in geriatrics

– teacher (council member)

– student (council member)

– intern (council member)

5. In most schools, a number of other councils already exist such as Title I, PTA, vocational, career education, student, and the like. The school-community council should be formed so as to take advantage of these existing councils and help coordinate their efforts. In some cases, an existing council might be slightly expanded in numbers and functions, and serve adequately; in other cases, a new council with representatives from the existing councils might be more appropriate. Care must be taken to identify and actively involve existing councils in making the decision about school-community council structure and membership.

6. As clearly as possible, the parameters of the council's decision-making authority should be outlined. Legally, most councils will function only in an advisory capacity since the school board is entrusted with final decision-making authority. However, there are many areas in which decision making can be delegated to a school-community council. In addition, a united council holds an enormous amount of political power and persuasion if it is well organized and has a well developed set of goals and tasks.

7. One or more members of the school-community council should sit on the Steering Committee. The Steering Committee is, by and large, a group of professional educators who give direction to the Teacher Corps project. The school-community council is, on the other hand, largely composed of community people whose function is to give direction to the improvement of their school and community. The two councils have different purposes but

must maintain an open, two-way communication pattern and should, on occasions, meet together.

8. Many communities have a functioning interagency council which can play a major role in assisting the school-community council, especially through the action task forces and providing resources. In other communities, the community coordinator and the school-community council must play a major role in helping to organize and train the interagency council. In some small communities, one council may serve as both the school-community and interagency councils.

9. Interns should be members of the school-community council (often on a rotating basis) and of other appropriate councils, especially the interagency. Interns should participate actively in council task forces and can provide councils with much needed manpower to close the communications gap between school and community and initiate agreed upon activities and programs. The principles enumerated here are presented only as a guide. Each project will differ somewhat and will want to modify or adapt to meet local needs. (A helpful resource for councils is the workbook *Focus: Seven Steps to Community Involvement in Educational Problem Solving.* Midland, Michigan: Pendell Press, 1976.)

Most effective councils use a simple problem-solving approach to help them organize for action. Although there are many different problem-solving models, most include:

- problem identification and clarification through needs assessment
- setting and prioritizing goals
- developing objectives, strategies, and resources for solving the problems identified
- implementing strategies
- evaluating progress

Too often councils act only as rubber stamp groups and initiate no action of their own. Through a continuous problem-solving process, the school-community council can become an effective and integral part of school district/Teacher Corps governance. Decisions can be made related to specific problems within the scope of the council and significant changes can be carried out and maintained after the Teacher Corps project phases out.

The case studies which follow offer a variety of approaches to council organization, procedures, and guidelines. While projects agreed on a general organizational outline, each took considerable latitude so that unique differences might be highlighted. The projects range from inner city to rural isolated, from elementary to secondary, from a focus on basic skills to a focus on vocational skills. However, all of the projects have developed relatively effective school-community councils which work actively to solve school-community problems and to improve the quality of life in their communities.

PART II

CASE STUDY MODULES

one

SCHOOL-COMMUNITY COUNCIL GOVERNANCE FAIRFIELD COUNTY

by
W. Jack Lyday

SETTING/BACKGROUND

Fairfield County is located in the Midlands Region of South Carolina, approximately 50 miles northwest of Columbia. The county is classified by HEW as rural, isolated, low income, and majority black. The total school population is 78% black with over 75% of the students eligible for the free lunch program. Per capita annual income is $1,642 for the county as a whole with a median family income of $4,492, one of the ten lowest in the state. Per capita income for blacks is $950 with a median black family income of $3,948. Over 51% of all black families in the county have an income lower than the poverty level.

Latest census figures set the county population at 19,999, Winnsboro being the largest town with 2,700 people. Major industries are textiles and pulpwood. Currently the unemployment rate is some 14% with approximately 23% of the population on welfare.

Educational statistics show that the median number of school

years completed by black adults 25 years old and over is 7.6. The median number of years completed by all adults 25 years old and over is 9.0, which ranks among the seven lowest counties in the state and compares to a state average of 10.5. Only 14% of the population has graduated from a high school, the lowest percentage of any county in South Carolina.

All town and county officials are elected with the exception of the school board to which members are appointed by state legislators from the Fairfield district.

Seventh Cycle Teacher Corps began in four schools in Fairfield County in 1971. Subsequently 9th Cycle was implemented in two schools, and still later, 10th and 11th Cycles were instituted. Currently 10th Cycle is concluding and 11th Cycle is just getting underway.

Fairfield County and Teacher Corps have enjoyed a very positive relationship over the years. Virtually 100% of all Teacher Corps interns who have served in the Fairfield school district have been offered and have accepted full time positions in the district. One intern has become a school principal, four serve in special fields, and the others serve as classroom teachers.

OTHER RESOURCES

Teacher Corps, in order to increase efficiency and effectiveness of local service agencies, has attempted to coordinate and integrate the many resources which exist in Fairfield County. Among those resources are the following:

Chamber of Commerce
County Council
City Council
Midlands Community Action Agency
Head Start
P. T. O
P. T. A.
Recreation Commission
Recreation Association
Merchants Association
Civic Clubs
Social Service Department

DEVELOPMENT OF THE COMMUNITY ADVISORY COUNCIL

By the early seventies, 7th and 9th Cycles had completed a thorough assessment of community needs and resources and thereby laid the groundwork for the development of a community council. It was, however, not until the fall of 1976 that concrete plans were established to form such a council. In a fall 1976 meeting in Charleston, South Carolina, 11th Cycle set out clear, specific objectives for a community council and established a firm management plan to ensure its implementation.

Need/Purpose

Eighty-one different service organizations have been operational in the Fairfield area with no formal coordination among them. Substantial duplication exists and many resources which could be utilized by both school and community sit idle.

The main purpose of the council, then, is to enhance efficiency and effectiveness in the use of these services by school and community. Several relatively specific purposes maintain:

1. To plan and schedule programs in both community and schools.

2. To provide input into the instructional program of the schools.

3. To help recruit and coordinate all agencies to serve common goals.

4. To help identify volunteers to serve in community and school programs.

Composition and Makeup of the Council

Following the Fall '76 Charleston Conference alluded to

previously, the decision was made to start with a full community task force. To promote the idea, local school people along with service agency representatives and consultants decided to stage a kick-off dinner. Eighty-one agency heads, civic leaders, political leaders, and lay and professional educators were invited to attend. The program included presentations by the South Carolina Teacher Corps Director, local site and community education coordinators, and the South Carolina Center for Community Education. Also included on the program was a Charles Mott Foundation film on the development of a community council and two simulation exercises on community goal setting.

Eighty of the eighty-one participants felt very positively about the program, and indicated a willingness to serve on a community task force. From this group of eighty, the community task force (council) selection committee selected twenty persons representing a cross section of local agencies, civic clubs, lay persons, and others to be invited to serve on the Community Task Force. All twenty accepted this responsibility and began working as a group in December 1976.

Along with the establishment of the Task Force, the local PTA Board of Directors was designated as the official school advisory council, working under the Task Force and represented on it by two of its members. This Board has the specific responsibility for advising school leadership on curricular, extracurricular, staff, community relations, and other such areas. Other components of the Task Force include a Multidisciplinary Committee and a Child Abuse Committee.

Composition of the Task Force

As previously stated, the twenty-person task force is representative of the local community/school makeup in terms of agencies, civic clubs, and lay and professional groups. The Task Force includes:

State PTA representation

Director of Social Services
County Social Worker
Director of Follow Through
Heart Fund Chairperson
Director of Co-op Extension Program
Director of Town Council
Director of Substance Abuse
Past President of the Mental Health Association
Member of the County Council

Seven members of the Task Force are female and thirteen are male.

Training

Training provided the Community Task Force has consisted of three intensive sessions using a variety of outside resources. Session I was conducted by a consultant from the General Assistance Center of the University of South Carolina, and dealt primarily with skills involved in establishing program priorities.

Session II was conducted by the Director of the Community Education Center at the University of South Carolina and focused on effective volunteering.

Session III featured a South Carolina State Department consultant and centered on the topic: "How to Organize Community Resources."

This initial training has accomplished its purpose—providing Task Force members a general orientation to their rules and responsibilities. Future sessions are planned to sharpen specific skills.

Operational Guidelines and Procedures

Operating procedures and guidelines have not been formalized

at this time. A committee of the Task Force is currently working on developing by-laws and the anticipation is that everything will be complete this academic year.

Role/Objectives

There have been three primary participants in the development of the Community Task Force: Teacher Corps, the school, and the community. Each of the participants has played a significant role.

Teacher Corps has served as a catalyst in getting the idea of a community task force accepted in the school/community, and in the actual formation of the council. Teacher Corps staff members, for example, presided over the council meetings until officers were elected. Teacher Corps now serves primarily as a human and material resource to the Council; it does not dictate direction or operating procedures of the Council.

There are two major parts to the role of the school. It serves as a recipient of the Council's efforts and is also a resource to it. The school provides space for both regular and extended day programming, implements recommendations of the Council, and provides feedback to the Council. It is the Council's primary avenue for innovation and dissemination.

The community provides the Council with numerous resources. The most obvious is the Council itself, being composed of community persons. The community (agencies, merchants, clubs, lay educators, etc.) has also donated human and material resources directly to school programs. Each week, for example, a community day is sponsored in the school.

Task Force Committees

The following subcommittees function under the broad Community Task Force:

Nominating Committee
Committee to Investigate Funding
Outreach Committee to other community functions, e.g., city and county councils
Fund Raising Committee
Outreach Committee to State Association for Community Education (ACE)
Committee for Programming
PTA Committee
Multidisciplinary Committee
Child Abuse Committee

Each subcommittee has a president who reports directly to the Chairperson of the Community Task Force.

Relationships with Other Councils and Agencies

A very close relationship exists among the Task Force and other councils and agencies in the community. For example, among others, one Community Council member is also a member of the Council on Aging, another the Chamber of Commerce, another the Boy Scout Council, and so on. Generally each member represents numerous agencies.

In addition, all meetings are open, which avails any agency or person the opportunity to become involved directly. Also, meetings are held in various agencies around the county each month to enhance accessibility to all the people. Too, the council produces a monthly calendar of events which includes the activity of all 81 agencies in the county.

Every effort is being made formally and informally to enhance the collaboration and cooperation among the Community Task Force and all other service-oriented groups. This is integral to its success and continuation.

Activities

Internal. The Council has engaged in several activities designed to enhance its own effectiveness. In addition to participating in the training sessions already mentioned, the Council has visited local community programs in Horry, Lancaster, Lee, and Charleston Counties in South Carolina. Also, members have attended local agency and civic functions, and participated in two Southeast Regional Teacher Corps Workshops. Each Community Council meeting provides for a show and tell session which subcommittees use to keep the Council current on what is going on in the community. Task Force meetings are held monthly, while subcommittees meet as often as required to fulfill their duties.

External. The Council has identified three major problem areas to focus on this year:

Facilities use
Child abuse
Transportation

Activity is just getting underway in each of these areas.

LEADERSHIP

Official leadership on the Council resides primarily in three positions:

Chairperson
Vice-Chairperson
Recording Secretary

Each of these is an elected position, and extends for a full two-year term.

The Chairperson directs all activities. Leaders of each subcommittee report to the Chairperson. Also, the Chairperson has the responsibility for initiating the agenda for each meeting and

presiding over each meeting; seeing to it that the agenda is followed and that each session is conducted democratically. Roberts Rules of Order are adhered to at the Community Task Force meetings.

The Vice-Chairperson performs the duties of the Chairperson in his/her absence.

The Recording Secretary has responsibility for publishing a tentative agenda in the local paper prior to each meeting as well as recording and distributing the minutes of each meeting.

FINANCING

A variety of sources have contributed financially to the development and operation of the Community Task Force. Teacher Corps has provided funds through its community component. State funds have been used for consultants. Also, personal donations have been significant in keeping the Task Force operating. To add to these contributions, the Task Force has already initiated one fund-raising activity—selling flashlights in the county.

Currently, in addition to other expenses, each meeting of the Task Force costs a minimum of $60. Certain costs will increase as the Task Force develops, and this creates a real concern for adequate financing in the future.

Pitfalls, Problems, and Difficulties

There have been no significant problems in the development of the Task Force in this community. The only major concern now is that adequate financing be maintained to support Task Force activity over the long run.

RESULTS

Internal. The process utilized by the Task Force has been effective. Indicative of that is the fact that objectives established by the Task Force have generally been accomplished within predetermined time lines.

External. Clearly, positive results have been demonstrated in the school/community. Community support is now quite strong with people exhibiting a desire to become actively involved for the good of the community. Several community projects, involving sponsoring needy families at Christmas, have already been accomplished and people in the community appear to be gaining confidence in their ability to solve problems through cooperation.

FUTURE

The primary concern for the future of the Community Task Force is financing. Hopefully some future funds will be available through Cycle 13 of Teacher Corps. In addition, the local board of education is being encouraged to implement a community education component (including provisions for the Community Task Force) using local funds. Also an effort will be made to secure some monies through the Community Education Act of 1976.

It should be noted that all the leadership positions in the Task Force are currently held by local community persons. It is strongly believed that the building of local leadership in this way greatly enhances the chance that such a venture will continue. For the Task Force to be on sound footing, however, it is generally felt that involvement in Cycle 13 of Teacher Corps is essential.

The Fairfield County Task Force has a bright future if it can survive economically. The potential for accomplishment in the school and the community is virtually unlimited. Strong support is evident in all sections of the community and with the continued support of Teacher Corps, the Task Force will be serving to upgrade the quality of life in Fairfield County for years to come.

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SCHOOL-COMMUNITY COUNCIL GOVERNANCE CULLMAN COUNTY

by
John W. Dobson

SETTING/BACKGROUND

The Cullman County Project is located at the Cullman County Area Vocational Center. Formerly, Cullman County was agriculturally oriented; however, during the past ten years there has been a rapid transition toward industrialization as business and industry have established themselves in the area. Those areas, formerly agriculturally oriented, have become oriented toward agribusiness with a trend toward industrialization. The per capita income in Cullman County is $2,616. The conditions of this area provide an opportunity for Teacher Corps to provide funding for a project in vocational education. Combined research findings provided a framework for methods of instruction in vocational education which would be relevant to the rapid industrialization and the corresponding needs of pupils. The Teacher Corps Proposal was written and accepted, making this the first vocational project to be approved by Teacher Corps, Washington.

The Cullman County Area Vocational Center receives pupils from seven high schools for vocational training; therefore, all

Cullman County high schools had to be involved in the community component. The entire county, excluding the City of Cullman, has become the community for the project. The Area Vocational School is centrally located. Students are transported from 1¼ to 28 miles to attend the school. The school day for vocational training is divided into morning and afternoon sessions with a total of 555 students, twelve areas, and fourteen teachers. There is a total of 2,745 students in the 10th, 11th, and 12th grades of seven high schools. One percent are black, due to limited black population. Other racial and ethnic groups are negligible. There are many community, county, state, and federal agencies, civic clubs, fraternal organizations, and community organizations that may be utilized by the community and/or the project to solve or alleviate some of the determined problems, interests, or concerns of the citizens.

OTHER RESOURCES

The seven high school districts can be considered quite distinct entities because of economic conditions, community and individual skills, and community potential. Each community must be treated differently, due to the varying interests, skills, and expertise of the persons representing that community. There are a number of small industries in which the employees are local but the administrative staffs are comprised of both local citizens, and individuals from other states and areas—all members of the parent company. This provides a fairly wide range of human resources for community programs and development.

DEVELOPMENT OF THE COUNCIL

Need/Purpose

Using the schools as the vehicle, it was determined that there was no organized system of communication in existence other than the school system and the relatively scarce local media. The need for representation from all areas was evident. There was a

need to have a means of disseminating information and obtaining feedback from individuals on a personal basis. In order to identify, solve, or alleviate some community problems and concerns, all areas of the county must have adequate representation.

Composition

The project proposal specified a minimum representation of areas to be covered. Additions to this representation could be made if a need evolved or became evident. The proposal listed the following representatives:

1. A parent from each district from which there is a school-based member elected (7).

2. Two LEA representatives.

3. One IHE representative.

4. The community component coordinator.

5. One intern (to be selected by interns).

6. Team leader.

7. Associate Director (ex officio).

8. Director (ex officio).

Due to the composition and operation of the county school system, the Teacher Corps staff added the following members:

9. Vocational Trades Area Advisory Council Chairperson.

10. Trustee Board Chairperson. (Each school has three trustees on the Board of Trustees.)

11. Black community. (There is only one black community in

the county.)

12. The Director of the Area Vocational Center.

Individuals were selected through involvement of the community. The seven members of the Board of Education, and the County Superintendent were consulted. They accepted the task of selecting a member to represent each of their districts. It was decided that the local education agency representatives should be the Assistant to the Superintendent in charge of instruction, a vocational counselor, and the Director of the Area Vocational Center. The representative of the black community was elected by the members of the community. The remaining members were either elected by their groups or were specified in the proposal by position.

Training

Most of the members were aware of the democratic process characteristic of an organization. The first two meetings were devoted primarily to developing awareness of the purposes and objectives of a community council. The council uses an adaptation of *Seven Steps to Community Involvement in Educational Problem Solving*, by Larry Winecoff and Conrad Powell, as a guide to community problem solving. The next training and awareness session will be in the operation of the Alabama Occupational Information System (AOIS) and its adaptation to career choices for the youth of the county schools. Other training sessions will be implemented on the basis of needs assessment data.

Occupational Guidelines

A set of by-laws governing the operation of the community council was adopted by the council specifying the name of the association, purpose, and objectives. In addition, the policies, membership, officers, terms of membership, and terms of office were included. The method of election of officers and filling of

vacancies that may occur and the duties of each are specified in the by-laws. A quorum for transaction of business is stated—fifty percent of membership. Meetings of the council are specified at six week intervals. They are open to the public; however, transaction of business is limited to council members with voting privileges. Provisions are made for an Executive Board which may call special meetings at which business may be conducted, but is to be limited to the item of the call. Provisions for amendments and revision have been included in the by-laws. Parliamentary authority is Roberts' Rules of Order Revised where applicable and not inconsistent with the by-laws.

Role/Objectives

Teacher Corps. Teacher Corps is to assist, through the community coordinator, in organizing the community into a body to determine community concerns and problems. Once concerns and problems are identified, needs assessments can assist with determining causes and methods of solution. This is to conform to the short-range objective of the Teacher Corps project which is "to develop an exemplary demonstration model of community participation and involvement in the systematic adaptation of research findings." Staff personnel, interns, and project resources are available for assistance and implementation for the programs identified through needs assessment and consultation with the community council.

Schools. The schools (7), each a consolidated high school, are attended by students coming from smaller communities, some having junior high schools which extend considerably the area of coverage for community activities. Concentrating on the high schools or feeder schools which supply the students for the Area Vocational School simplifies the enormous problem of providing extended day programs. The objective of the extended day program is to create an interest in communities to better utilize the school facilities their tax dollars provide. These schools provide organizations which are utilized for communication to parents and

which can provide assistance for community activities such as PTA/PTO, student councils, and clubs. Many of the community council members are actively participating in their community organizations, providing direct access through these organizations for collecting information on community interests and concerns. These organizations also assist in disseminating information concerning activities.

Community. Community interests, concerns, and problems can often be alleviated or solved by members of that same community. Representatives of communities, as members of the community council, can be used when these community needs, concerns, or interests are determined. There is a communication channel to the council and within the council to provide whatever assistance may be needed. Through the council members, many of the untapped resources, such as knowledge, skills, and expertise may be unearthed and made available for sharing with others in learning situations. Members of the community are encouraged to assist the council by attending meetings to describe areas of concern. Through this system of community representation, resources are readily available within the council to implement appropriate actions in solving concerns. Combining concerns with resources for solutions to problems is the keystone to providing a comprehensive educational program for improvement of the entire community.

Committee Task Forces

The representatives of the respective schools have been authorized to organize task forces or committees composed of members of their respective school districts. The appointment of special committee chairpersons is the duty of the Council Chairperson with the recommendation of the Executive Board. The members of these committees/task forces may be selected from organizations already operating within the school district. These task forces and committees can assist in determining concerns of the community and report these concerns to council members. This

direct communication to the council provides a dual method of communication within the community. This method of communication provides a means by which individual ideas and concerns may be shared through a democratic process. The council gains from this process which provides both input and feedback. Through this type of organization, Teacher Corps is attempting to provide a permanent communication channel which will remain when Teacher Corps has left the community.

Relationships with Other Councils and Agencies

Other councils and agencies have been involved in the selection of community council members. Individuals, who were already active in community activities, were contacted to participate in activities of the community council. As a result of this procedure, there are direct ties to the following organizations: PTA, PTO, athletic booster clubs, Pensions and Securities, trustee boards, supervisors of instruction, vocational area advisory council, vocational training, vocational counseling, community centers, and banking and higher education institutions. The interns have contacted the community organizations, county and city organizations, agencies, and listed persons for assistance. In addition, each agency was provided the name of a contact person for facilitating communication. There are excellent relationships among Teacher Corps, the community organizations, and community agencies. These processes have provided opportunities for assistance and reaction with all agencies for mutual benefit.

Activities—Problem Solving

A needs assessment was conducted through the PTA/PTO organizations and tabulated. After reviewing the assessment data, the council decided to begin extended day programs in areas of highest concentration of interest. This resulted in the establishment of five programs of activities that are in operation in three separate communities. Parents indicated that there was a need for parental assistance in the first grade reading program. This training

program was implemented. There was a need for a recreation program at a nursing home and personnel are provided one afternoon each week to provide recreation. There was a need for utilizing the Area Vocational Center for extended programs. Working through the school district representatives, film and slide presentations of programs offered through the Vocational School are being shown in the various communities.

LEADERSHIP

The leadership of the council is provided by the elected Chairperson and Executive Council, consisting of the Chairperson, Vice Chairperson, Secretary, and a council member. The Community Coordinator, Director, and Assistant Director are available for advisory services when needed. Meetings are conducted under the auspices of parliamentary procedures. The council acts as an advisor to the overall Teacher Corps project when advice is needed for project decisions.

The agenda is prepared by the Executive Board, in consultation with the council and the Community Coordinator, particularly for specific items of interest or project requirements. The agenda deals with needs, concerns, and interests of the community as related by the council members and their communities.

FINANCING

Financing the community council may prove to be a problem in some areas. By utilizing existing funds and the work of volunteers, the problem may be solved. There exists within the state a fund for payment to vocational teachers for organized adult education classes in vocationally related fields. These funds were used and, through the Community Coordinator and community council, four extended day programs were organized and implemented. The participants were charged a small tuition fee to take care of materials and facilities, which were expenses in addition to instruction.

In addition to local funds, Teacher Corps provided a limited budget for the community component. The budget provided limited amounts for participants (i.e., consultants, instructors, resource persons, etc.), supplies (instructional), and participants' travel. Due to the uniqueness of the project and the extensive utilization of available funds, the budget appears to be satisfactory for the first year. However, it is recommended that this amount be increased for the second year. The Community Coordinator is responsible for the budget—the financing of the community component of which the community council is a part.

PITFALLS, PROBLEMS, AND DIFFICULTIES

One pitfall or problem to be avoided is the unquestioned acceptance of persons recommended to be council members. One person, racially biased, was recommended and rejected even though the person was an excellent worker. Care in screening persons for the council is necessary very early in the program.

Another difficulty was the extremely large area classified as community. The entire county is much too large to coordinate as as complete community program. The distance from the base of operations and the number of well defined communities within the school district present distance and time problems. All school districts have a consolidated high school. Several districts have one or more junior high schools. Some districts have community centers where consolidation destroyed the community school. These communities, where consolidation occurred, are community oriented and participate minimally in consolidated school activities other than sports activities in the district high school. The problem of locating activities, particularly in extended day programs, is difficult in that adjacent communities have overlapping interests and needs. It is difficult to establish relevant activities based on needs.

RESULTS

Assessment of Effectiveness

One of the objectives of the community council was to provide, through the community component of the project, an opportunity for community participation in activities to relate schools to the community to satisfy expressed needs. This participation is in progress. Parents of first grade students in one school have been provided training in how to assist their children in their reading program. Four classes in an extended day program are in session to assist in vocational, avocational, and interest areas.

Through the community council, which is kept up to date on progress of these extended day programs, the communities and school districts are informed.

The lines of communication are improving school-community relationships.

Evaluation

The evaluation procedures can be described as:

1. goals
2. constraints/resources
3. objectives
4. tasks/assignments
5. completion dates

RECOMMENDATIONS

It is recommended that any project of this type dealing with an area vocational school, which encompasses a large area, be limited to three or four communities in close proximity to their base operations.

All members of the community council should be screened to assure that community members can subscribe to the purposes and goals of the community component.

Include sufficient funds in the budget for implementing a community program which can respond effectively to community need.

Seek other methods and means of assisting communities when some successful operating programs are in operation. The project is limited in the area of recreation because the county has one of the best recreational programs in the state. There are also highly organized school sports and recreational programs provided by the schools and communities.

It is anticipated that the organization of community representatives will create enough interest and training for the community council to remain active after the departure of Teacher Corps. Much interest is exhibited in the extended day programs in progress, and this interest should keep programs alive when the project is completed. The key appears to be "determine what the people need and want," and "satisfy these needs and wants," and communities will learn to solve other needs by becoming involved in the process.

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SCHOOL-COMMUNITY COUNCIL GOVERNANCE
HARRIS COUNTY

by
Betty W. Whisnant

SETTING/BACKGROUND

The Harris County/Columbus College Teacher Corps School-Community Council is located in Harris County, Georgia. Harris County's land area consists of 465 square miles, making it 36th in size among Georgia counties. It is located in the southwestern portion of the Southern Piedmont Providence. Foothills and broad valleys typify the topography of Harris County.

Harris County is typically rural with a population per square mile of 24.8. This is substantially below that of 86.8 persons per square mile in the surrounding eight counties. In 1970, the population of the county was 11,520. Since 1930, the population has increased only 3.4%.

Industries are predominately agriculturally related with the wood products industry being the major employer. Recreation and tourism are a major economic factor. The unemployment rate is approximately 7.7%. The per capita income in the county is $1,868 which is 10.1 percent below the surrounding eight county

area.

The population of the area has grown only slightly within the past thirty years. The small growth rate is not related to the birth rate, but out migration. This out migration was concentrated in the young adult age groups which deprived the area of its most productive human resource. This is particularly significant when one considers that the older adults are supporting children on a small per capita income who will, if the present trend continues, migrate to urban areas.

The school population in Harris County consists of 2,800 students in a K-12 program. Of this number, 49.55% are black and 50.45% are white. There are several students of American Indian and Japanese origin.

There are five elementary schools (K-7) in the county, one junior high school (8-9), and one senior high school (10-12). The elementary schools are located within a ten-mile radius surrounding the junior high and senior high schools.

OTHER RESOURCES

Other councils existing in the county are the Parent/Teacher Organization in each school, the Advisory Council for the vocational programs in the school system, the Advisory Committee for the Title I programs, and the Special Education Advisory Council of the schools. The County Commissioners and the Advisory Council of the Family and Children's Services also operate in the county.

These resource organizations have representatives who serve on the School-Community Council and offer feedback and information concerning activities being carried on within these groups. Through this exchange process with interrelated representatives, more efficient use of time and resources can be afforded.

DEVELOPMENT OF THE COUNCIL

Need/Purpose

The School-Community Council (SCC) serves as the executive organization responsible for policy making and overall administrative control of the project. Its meetings bring together persons with diverse backgrounds, skills, interests, and experiences. SCC meetings demonstrate support for community representatives on the Council and assist in community understanding and acceptance of educational change within the school.

The Council is a vital part of the project since it provides feedback and guidance from the teachers, parents, community agencies, school administration and board, and the college to ensure that the local needs are being met by the project.

The meetings are open to the public or anyone who may wish to attend. Council members are paid for attendance at meetings to help with travel or babysitting expenses.

Minutes of the previous meeting and an agenda for the next meeting are mailed to the council members.

Composition of the Council

Council members are representatives from community institutions, family, school, government, business, and religion. Any organization, agency, or representative of a specific area that wishes to send a representative to the Council may do so. Each local feeder elementary school PTA has a parent representative, and a teacher from each of the seven schools serves on the Council. One intern serves on the Council, plus the Team Leader, and the school Community Coordinator.

All principals involved in grades K-8, the elementary curriculum director, and one additional representative from the college were added later to the Council.

Several agencies which have representation are the Lions Club, Ministerial Association, Family and Children's Services, County Commissioners, and the Neighborhood Service Center. The representatives are elected or appointed by the institution represented.

Elected officers for the Council are the Chairperson, Vice-Chairperson, Chairperson of Budget Committee, and an appointed secretary.

The SCC chairperson is elected by the Council colleagues and happens to be the designee appointed to represent the School Board on the Council. The chairperson serves without compensation beyond that received by other SCC members.

Committees appointed by the Chairperson of the Council are Travel, Budget, Evaluation, Council Training, and Communication.

The SCC has community representatives from different interested institutions in the community serving on the Council. These persons assist in carrying out appropriate community involvement.

Training

The School-Community Council is set up to bring about educational change; however, the fundable options are limited to activities which can be defined as training.

Training is governed by a Council Training Committee. This group determines and approves the kinds of workshops, consultants, and participants who will be involved in the training process.

The project director conducted an orientation session dealing with the responsibilities and duties of the Council members. Later, two external consultants worked with the Council membership in an inservice program on role-related activities.

Operational Guidelines: By-Laws

The organization's by-laws include the name, objectives, policies, membership, and officers (how elected and their duties). The place, time, frequency, and openness of meetings, special meetings, and absenteeism of members are defined. The by-laws were written by a special committee and serve as the Council's operational guidelines.

Members are paid $5.00 for attending each regular monthly meeting, each special meeting called, or committee meeting.

The membership and duties of the Executive Board and Standing Committees are included. Amendments and parliamentary authority are mentioned.

Role/Objectives

Teacher Corps. The scope of the Harris County/Columbus College Teacher Corps encompasses four areas of training. They are: (a) inservice training for experienced teachers, (b) community involvement, (c) inservice training for all educational personnel, and (d) Teacher Corps intern training. The Training Resource Center is the core of all related learning activities.

The project director serves as administrator of the project and direct liaison between the college and the project. He also has the responsibility of handling the funds and coordinating the staff. He serves as ex officio member of the Council.

School. The Training Center is envisioned to support the public school laboratory and its supporting personnel. Skills of human relations, knowledge of viable and innovative programs, implementation of change, objective needs assessments, specialized research skills, and comprehensive evaluative techniques are included in the school involvements. The SCC supports and monitors the activities and progress of the Training Center.

As a vital part of the Training Center, the Teacher Corps interns are involved in classroom teaching and the community. They compile an inventory of persons in the county willing to participate in school activities and schedule and coordinate volunteer help.

Interns serve on the Council on a rotating basis—a different one serves each quarter.

Community. Community education is based on locally assessed needs. Approximately 50 community resource people are involved in the multiple opportunities resource strand. Skills reflecting knowledge of school policies, professional protocol, and training in specialty areas such as tutoring, monitoring large groups, operation of audio-visual equipment, and support teaching of small groups are emphasized.

Training activities are the responsibility of the Training Center with specific responsibility for recruitment, coordination, and training falling to the Teacher Corps interns. All activities serve the dual purpose of preparing volunteers to work with students in classroom situations and with their own children at home.

The role of service by the community is accomplished through the volunteer community resource people, the governance is fulfilled through the leadership displayed by the community members, and those members who are served become the clients of the Training Center.

Task Force Committees

The following committees (listed with their responsibilities) comprise the task force of the council:

1. Rules Committee: Construct by-laws and parliamentary procedures.

2. Travel Committee: Develop approval forms, study selection of conferences/workshops, study recruitment of teachers for travel —evenly dispersed throughout county, and give final approval of expenses for travel.

3. Budget Committee: Develop approval form for expenditures, make amendments, and give budget report. Also, the committee assists in preparing budget for next annual proposal.

4. Evaluation Committee: Organize evaluation sheets, develop instrumentation, designate amount to spend and what to buy, give approval of needs assessment, and assist in preparing the next proposal.

5. Council Training: Develop needs and workshops and approve consultants to be used.

Relationships with Other Councils and Agencies

Following is a list of other councils and agencies with a description of the ways in which they offer consultative support and assistance.

1. Cooperative Education Services Agency—This 14-county agency employs consultants in a broad variety of disciplines. Harris County is guaranteed a certain number of days service during the school year. Teacher Corps coordinates these services in the participating schools and utilizes staff members as consultants to work with the curriculum workshop.

2. Family and Children's Services—Interns work in this agency during the preservice period. Their services are used to contact volunteers.

3. Neighborhood Service Center—Interns work in this agency during the preservice period. Their services are used to contact volunteers.

4. Harris County Training Center—The Training Center provides preservice and internship experience for the interns.

5. Charles F. Kettering Foundation—The Kettering Foundation provides support services for the implementation of IGE in the project schools. The I/D/E/A/ program also trains TRC staff as IGE Facilitators.

6. Boy Scouts of America and Girl Scouts of America—These two organizations provide coordination and training for in-school community involvement.

7. Georgia Extension Service—Workshop sessions in menu-planning and lunchroom management are conducted by employees of the Extension Service.

8. Oakview Nursing Home—This facility is one of the primary sources of local support.

9. Harris County Journal—The Harris County Journal is the only local newspaper printed in Harris County. The Journal provides the major means of communication with citizens. Teacher Corps runs a weekly article entitled "Seeds of the Corps."

10. The Illges Foundation—This foundation operates the Columbus College Diagnostic Learning Center. This center provides supplemental diagnostic services for the children of Harris County.

11. Ida Cason Callaway Foundation (Callaway Gardens)—The Education Division of Callaway Gardens provides training in environmental education, field trips in nature study, and multicultural programs.

12. State Department of Education—The Georgia State Department of Education IGE coordinator works with the project in coordinating both IGE and the State Staff Development Program.

Activities—Problem-Solving Process

During the first months, most of the activities were directed toward the administrative and organizational problems associated with becoming operational. The training designs formulated during this period were often tentative.

The training program has identified and utilized the educational resources available in both the school and community. Programs have included those which utilize the local citizens to provide school staff members with information about the community and its unique qualities. Activities have helped SCC members develop the educational and organizational skills necessary for the drafting and implementation of training programs. Such training has lessened dependence on educational entrepreneurs and has helped demystify the educational enterprise.

Through the SCC assessment of the local educational needs, a plan for specific activities which were directed to these needs was devised. One example of meeting these needs was a workshop involving both school personnel and SCC people to develop skills and expertise in home visitations.

Other planned activities have helped develop the decision-making capabilities in school and community personnel, and develop a capacity for identifying critical needs as well as assembling information, resources, and strategies to meet these needs in a continuing process which provides for adjustment as the project progresses.

LEADERSHIP

Style and Control

The SCC is chaired by the Director of Staff Development of the Harris County School System, who was appointed by the system Board of Education as representative. She has been a citizen and a key figure in the development of school programs for twenty-four

years. The chairperson was elected unanimously by the members of the Council at the first meeting to serve for one year, then reelected by the members for a second term.

The leadership of the School-Community Council is basically democratic in style and positively reinforcing in behavior. The Council members have been allowed to express opinions and initiate action in the meetings. Formal and informal lines of communication have been kept open. Even though the leadership is democratic, it has been found that much direction has been necessary because of the diverse interests of the six schools involved. A fine balance has been struck between the undirectedness needed to open communication and directedness necessary for smooth project operation.

Agenda

Prior to each meeting, the administrative assistant prepares and mails the agenda to members. The director of the project, the SCC chairperson, and the administrative assistant decide which items are to be included on the agenda.

The items are discussed as to purpose and feasibility. These items are initiated by the director, the chairperson, members of the council, teachers, community members, community coordinator, and other educational personnel.

FINANCING

The School-Community Council has jurisdiction over three budgets. The operating budget from September 1, 1976 through June 3, 1977 was approximately $168,000.

The IHE (Columbus College) budget totals approximately $107,000 and includes line items for some staff salaries, travel for conferences for teachers and Teacher Corps staff, supplies, consultative assistance, and SCC members.

The LEA inservice training budget is approximately $9,500 and has items budgeted for community-related services of the project and the Council members.

PROBLEMS AND DIFFICULTIES

1. Quiet representation—lack of disseminating information back to group even with minutes provided by the Council secretary.

2. One-month span between meetings is sometimes too long to deal with "emergency" matters.

3. Insufficient "fill-in" between meetings so the agenda will be clear enough for quick action.

4. Little feeling of responsibility by council members to find out what's happening.

5. Not including administrators on the council and when included most of them showed little interest.

RESULTS

Assessment of Effectiveness

In order to accomplish this, an evaluation team, headed by Dr. Ray Dockery of the West Virginia Institute of Graduate Studies, was formed and an instrument was prepared by the evaluation committee of the SCC.

Evaluation Design

A questionnaire was designed to evaluate all components of the SCC—parents, teachers, principals, curriculum directors, school board, and staff members. The instrument was designed by the Council committee on evaluation.

RECOMMENDATIONS

1. In a project with multiple schools, there should be a separate SCC for each school.

2. A retreat to cover objectives and the proposal should be included early in the operation of the project.

3. Administrators should be encouraged to increase their involvement in decision making and communications.

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SCHOOL-COMMUNITY COUNCIL GOVERNANCE
LEE COUNTY

by
Ernest K. Nicholson
Jerry Hough

SETTING/BACKGROUND

The target school and community is located in an immensely rural and isolated area of Lee County, South Carolina. The present facility was constructed in 1961 and houses 450 students and 24 teachers. Also located at the project site is a mobile unit which houses meeting rooms, office space, and professional development materials for the Teacher Corps staff.

The instructional staff consists of a principal, 22 teachers, and other supportive staff members. The average number of years of teaching experience of the teachers approaches 10 years. Of the 450 students (70 percent black, 30 percent white) who attend West Lee School, approximately 300 are in some special program for alleviation of a learning disability or deficiency. Ninety-two percent of the students attending West Lee receive free meals (lunch and breakfast) provided through federal subsidy. The school serves an economically depressed area of approximately one hundred square miles. The major industry of the area is

farming and related activities, with the annual per capita income approaching $3,000. The average educational level for Lee County is sixth grade, with the level in the target community being even lower.

OTHER RESOURCES

Residents of the school community have access to approximately 30 service agencies. The major areas covered by these agencies are: alcoholism, child and youth care, clinics for cancer and heart diseases, counseling and guidance, family problems, and care for the handicapped. The major problem encountered when seeking assistance from these agencies is the location of the person(s) responsible for providing these services. Many serve a tri-county area with the offices located some distance (Sumter-22 miles, Florence-45 miles, Bishopville-15 miles) from the West Lee community. The Wateree Community Action Agency and Lee County Department of Social Services provide limited transportation assistance to the community.

DEVELOPMENT OF THE COUNCIL

Need/Purpose

The West Lee School-Community Council was developed to meet specific needs as determined by a formal needs assessment conducted through the PTA and other school-community related organizations such as the Title I Advisory Committee and the ESAA Advisory Committee. The basic need was that of developing a committee of parents, teachers, and administrators whose primary function was that of providing a leadership forum for discussion and implementation of plans related to fostering stronger school-community ties. Another need identified was that of developing a centralized forum for facilitating at-home learning activities. The purpose of the Council is to serve as a tool for the different elements involved in the educational process in the West Lee community to interact, through the sharing of ideas, to

improve the quality, extent, and type of instruction within the school and community.

Composition of the Council

The Council is composed of one administrator, two teachers, two interns, and eight parents. The teachers are representatives of the faculty with one representing K-3 and one representing 4-6. The two interns serve on a voluntary basis and share the experiences that they gain from the parents with the other interns as part of their experience within the community. The parents are representative of the entire community and have very diverse backgrounds.

Selection of the membership was by voting. Six parents were selected by the membership of the PTA and the teachers by the membership of the faculty. The other two parents were appointed by the elected Council members. The principal and the Teacher Corps Community Coordinator serve as ex officio members. The interns were appointed by the Community Coordinator with approval of the elected Council members.

Training

Council members receive their training through activities and resources provided by the Teacher Corps unit. These activities include Southeastern Teacher Corps Network activities which relate directly to school-community council members. Consultants that are hired through Teacher Corps funds for providing assistance to the Community Coordinator are requested also to provide services to the School-Community Council. Training has been provided in resource development, organization, and decision making.

Operational Guidelines and By-Laws

The Council membership, with assistance and input from the Community Coordinator, developed a set of guidelines and by-laws at the first meeting. Consensus was required before acceptance of any guideline or by-law. Council meetings are held monthly at the Teacher Corps Center at the school site.

Role/Objectives

The West Lee community is unique in that it consists of approximately nine settlements with their own particular members. This makes for a variety of community interests, but also increases the difficulties of uniting the efforts of the people to work for a common goal.

The role of the School-Community Council is to provide advisory services to the school programs. Particular emphasis is placed on programs which involve the community. These programs are based on the desires and needs of people in the West Lee community. These programs provide the means to promote personal identity with the school and overall community spirit.

Specific objectives of the Council are as follows:

1. To increase the involvement of the community in school-related activities.

2. To provide a forum for the exchange of information between parents, teachers, administrators, and other interested persons.

3. To provide a forum which establishes a continuous flow of needs information related to the school or the community.

4. To provide a forum for the exchange of ideas in a non-threatening environment between the school and the community.

5. To provide a forum whereby problems related to school-

community relationships can be resolved.

The Teacher Corps unit at West Lee provided the basic information regarding the formation and development of the School-Community Council's role. The West Lee School provided facilities for meetings. The school, through the involvement of the administration, provided input as to the School Board policies and their effect on determining guidelines for the Council. The community provided personnel resources and general information as to views of the community as they related to the establishment of the Council.

Committee Task Forces

Committee task forces are organized on an ad hoc basis. Membership of the committees is usually limited to the Council members. Thus far, task forces have been formed for each of the fund raising activities and for selection of books for the community lending library.

Relationship with Other Councils and Agencies

There is a direct relationship between the School-Community Council and the PTA. Problems that involve school-community relations are usually referred by the PTA to the Council. Assistance in implementation of Council objectives is provided by the PTA under the direction of the Council.

Activities–Problem Solving

A step-by-step example of a problem resolution process follows:

1. A need was voiced in the PTA for funds for refurbishing the activity bus.

2. The problem was referred to the School-Community Council

for resolution.

3. The problem was presented at the ensuing Council meeting by the Community Coordinator.

4. The problem was discussed in the Council meeting.

5. The Council decided that each family in the community would contribute $5.00 toward restoring the bus.

6. The resolution was then referred to the PTA for critique and approval.

7. Upon approval of the PTA, the Council implemented the resolution.

8. Notices were sent to the parents, committees were formed to collect funds and keep records, and procedures were developed to deliver progress reports.

LEADERSHIP

Style and Control

Leadership of the Council is controlled by the community. The Teacher Corps, through its Community Coordinator and interns, serves as a resource to the Council leadership. Teachers serve as full members and provide essential information to the leadership. The administrator serves as an ex officio member and provides information to the leadership as it relates to school affairs. Officers are elected by the Council membership at the first meeting of the year. The chairperson's responsibilities include presiding at all meetings, preparing an agenda for each meeting, and representing the Council at meetings with other groups. The secretary's duties are to keep records of each Council meeting and to handle all Council correspondence.

Agenda and Themes

Items for the agenda are referred to the Council chairperson for inclusion at the next meeting. The agenda is prepared by the Teacher Corps office and disseminated to the Council membership.

FINANCING

The Teacher Corps, through its community component, provides $3,400 for use by the Council. Decisions related to expenditures are collaborated between the Council and the Community Coordinator.

RESULTS

The results of the Council have been encouraging. All activities have been carried out with vigor. Council members are actively involved and have shown a tremendous interest in all Council activities. Attendance has been excellent at all Council meetings. Evaluation of the Council will include, but not be limited to, subjective opinions of the role groups involved and objective measures initiated by the Teacher Corps staff.

CONTINUATION

At the present time, it appears that the Council will continue to function after Teacher Corps has gone. This is verified by the large participation of the community in the overall operation of the Council. A major problem will be that of providing operational funds.

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SCHOOL-COMMUNITY COUNCIL GOVERNANCE JEFFERSON COUNTY

by
Elnora O. Roane
Douglas C. Moorer

SETTING/BACKGROUND

The Eleventh Cycle Project of the Miles College/Jefferson County Teacher Corps Program has as its site school McAdory Elementary School located in the southwest Jefferson County community of McCalla. In addition to McCalla, the site school serves some ten additional communities, all of which are rural-suburban in background.

Many of these areas have experienced a growth in population due to the increased water supply from Rocky Mountain Lake. Much of this growth has been of a suburban nature, but the school populace also includes those students from low-income and minority families. Approximately 80% of the total community population is comprised of people from either low-income or minority categories.

McAdory Elementary School has a student population of approximately 663 students. About one-third of these students

are from a minority family background. The faculty at McAdory consists of 28 teachers, nine of whom are black. In addition to the usual classroom teachers, there are Title I reading and math instructors, a special education teacher for students with learning disabilities, and an ESAA reading instructor.

The historic aspect of the area exemplifies the positive roots of the community. Many of the residents of the area, including direct descendants of the founding fathers, are grandchildren of the original families. As such, they have formed strong community as well as family ties.

As mentioned earlier, the families are basically blue-collar workers who are hard-hat mine and construction workers, truck and heavy equipment operators, or in other similar occupations. In addition to the male workers, many of the women are also employed.

OTHER RESOURCES

The resources found in McCalla and surrounding areas are the local Rotary Club, Eastern Valley Lions and Kiwanis Clubs, Flint Hill Baptist Church, Civil Defense Auxiliary, Neighborhood Red Cross, Jefferson County Center for Economic Opportunity, and Bessemer Area Office of Welfare. In addition to the school PTA, High School Community School Advisory Council, and Community School, these groups provide McAdory and McCalla with many valuable resources.

The School-Community Advisory Council (SCAC) was established in October 1976. The SCAC consists of representatives of all Teacher Corps role groups (i.e., Project Director, PDS Team Leader, Community Coordinator, interns, Site Coordinator, IHE and LEA representatives, faculty representatives), as well as those representatives of the community and different local agencies and the PTA. The chairperson and vice-chairperson are community residents.

The SCAC functions strictly as an advisory group. It considers community needs, and plans appropriate projects to meet those needs through Teacher Corps. It provides a basis for communications between the school, community, and Teacher Corps. In addition, this group makes some recommendations on the use of the facilities.

In addition to the School-Community Advisory Council, there is the Project Steering Committee, whose responsibility it is to make policy and decisions on the operation of the project. Some members of the SCAC also function on this Steering Committee.

There are presently two functioning task forces of the SCAC. The first of these is dealing with the development of available resources for the PET program. The other works on public relations, establishing communications, and recruiting parents and community persons to participate in the aide training program.

The SCAC has also worked with other organizations such as the local police department in providing a bicycle training program for the McCalla/McAdory youth. It has contacted and worked with the Eastern Valley Lions and Kiwanis Clubs, the Local American Red Cross Chapter, the High School Community School Advisory Council, and the Community School.

During the development of any organization there is a need to solve problems. The Teacher Corps Project of Miles College/ Jefferson County finds itself no exception. An early problem which faced the SCAC concerned the use of parents as classroom aides while teachers attended on-site classes from one o'clock to three o'clock. Students were not receiving the desired quality instruction.

The Steering Committee, upon advisement of the facts, recommended that courses on-site, henceforth, be taught after the normal school day was over. This was the action taken, and courses are now taught from three o'clock until five o'clock on-site.

Another situation which needed the attention of the SCAC and the Steering Committee was the resignation of the SCAC Chairperson during the Spring. Another active community-parent member was recommended, approached concerning the chairpersonship, accepted, and was approved.

LEADERSHIP STYLE

The development of strong leadership styles is necessary for any organization which is expecting to remain strong and viable. They are often present and need only be encouraged, while others have to be developed.

The members of the SCAC bring many of the ideas and problems forth in meetings through their own initiative and perception of problems in the school and community. The style of leadership, therefore, which works most effectively is informal.

A prime example was the development of the idea on a parent effectiveness training program for parents and community persons. The initial concern came about following a parent's discussion with an instructor who had attended an earlier workshop on PET-TET. The parent became interested and later attended a similar workshop. Upon returning, she talked to other Council members and parents. They requested the Steering Committee assess the possibility of providing a local workshop. The committee's recommendation was to bring in the needed consultants for a local workshop on PET. The response of the community, parents, teachers, and school to the program was favorable.

FINANCING

All funding for the SCAC activities comes through the Teacher Corps community budget.

PROBLEMS AND DIFFICULTIES

Several problems and/or difficulties have crossed the path of the School-Community Advisory Council. The initial problem of not having a Community Coordinator at the start of the project left an air of some uncertainty. This was followed by the resignation of the Council Chairperson.

Other problems have grown out of parent volunteers who have begun to assist teachers or help with a project and later are not able to continue because they get a job.

RESULTS

An assessment instrument requesting feedback in the areas of improving school-community relations, need for classroom and playground aides, a PET program, and assistance for students in reading and math was administered. The results were evaluated and are being used in planning future community activities.

RECOMMENDATIONS

What will become of the School-Community Advisory Council following the exodus of Teacher Corps? There are high hopes that there will still be planned and directed community involvement in the school. The following are some areas that hopefully will ensure the continued existence of the SCAC:

1. Development of resource files on community persons, consultants, agencies, etc., that can be of assistance to the school and the community.

2. Development of a parent effectiveness training program and a teacher effectiveness training program to lay the foundation for stronger interaction between parents and school personnel.

3. Development of a classroom and playground aide training

program to provide the needed assistance for the classroom teacher.

The strides which have been made during the course of the project toward improving relations between school and community at many levels leaves project personnel, SCAC members, and Steering Committee members with optimism for the future of SCAC in McCalla/McAdory.

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SCHOOL-COMMUNITY COUNCIL GOVERNANCE ATLANTA

by
James Doanes

SETTING/BACKGROUND

The Atlanta Youth Advocacy project, which focuses on prevention and intervention models for behavior disruption, is located in an East Atlanta community at Drew Elementary School and East Atlanta High School. Drew Elementary, with an all-black student population of approximately 850, is located in the East Lake Meadows 800-unit housing project. Approximately 90% of the families in the housing project are single parent families. Also, approximately 64% of the families have yearly incomes under $3,000. Drew is one of the feeder schools to East Atlanta High, with students from the Drew community representing 35 to 40 percent of the 1,200 students at East Atlanta High School. The racial composition is approximately 99% black and 1% white.

Since the school and the community share concern for the welfare of the child, it is logical that they should develop a cooperative partnership. Creating such a partnership is the purpose of the School-Community Council. As communication between the community and school increases, parents and agencies are able to

learn more about, and thus come to support, the school and community programs.

OTHER RESOURCES

The School-Community Council has a number of available resources to draw upon for support. Some of these resources include:

1. Teacher Corps Governance Council
2. Interagency Council
3. DeKalb County Youth Services Bureau
4. DeKalb Area Council
5. East Lake Meadows Tenants Association

DEVELOPMENT OF THE PROJECT

Need/Purpose

The School-Community Council is an organization comprised of community and school resource representation with the responsibility of identifying the needs of the Drew community, making recommendations, and solving some of those needs.

Also, Council members help explore alternative solutions to local school problems and advise the principal. The principal has the responsibility of making the final decisions on measures to improve school conditions, school programs, and school-community understandings.

The initial steps in organizing the Council included communication by letter, which introduced community members to the School-Community Council concept and invited them to participate. This letter was followed-up by phone calls to offer further explanations and invited residents to attend the first meeting. A second letter reemphasizing the concept and the need for community support and participation was sent to community members.

These efforts resulted in 46 persons attending the first planning session.

Composition of the Council

The School-Community Council has representation from:

Georgia State University and Atlanta University
School staff, including the principal, assistant principal, and teachers
Teacher Corps, including the director, community coordinator, site coordinator, reading specialist, and interns
Parents
Parks and Recreation Department
Manager of East Lake Meadows housing complex
Youth Counseling Services
DeKalb County Family and Children Services
Atlanta Public Schools social worker
DeKalb Grady Clinic
Economic Opportunity Atlanta
Businessmen
Councilman
Congressman
Minister
Students (2)
Atlanta Public Schools area office

Orientation and Training

The School-Community Council members have been involved in the following orientation activities:

Informal interaction
Overview and philosophy of Drew School
Purpose and function of the School Community Council (panel)
Question and answer period
Identification of the Ways and Means Committee

Tour of the school

Training activities with Council members included needs identification and group processing.

Operational Guidelines—By-Laws

ARTICLE I. NAME

The name of the organization is the School-Community Council of Charles Drew Elementary School.

ARTICLE II. PURPOSE

The purpose of the school-community council is to involve school staff, agencies, community persons, institutions, Teacher Corps, and students in a decision-making process.

ARTICLE III. FUNCTIONS

The school-community council helps solve and explore alternative solutions through involvement on task forces in the areas of community development, curriculum, discipline, long-range planning, public relations, and other mutually agreed upon matters affecting Drew Elementary School.

ARTICLE IV. MEMBERSHIP

Terms of Office

All officials of the school-community council will hold office for one year. In the event of two consecutive unacceptable absences, the chairperson has the right to request a replacement.

Officers

The Chairperson presides at council meetings, prepares and distributes agendas in advance; appoints task force chairpersons,

and serves as ex officio member of all task forces.

The Vice Chairperson presides in the absence of the Chairperson, carrying out the same responsibilities.

The Secretary is responsible for taking minutes of all council meetings.

The Corresponding Secretary is responsible for written correspondences.

Election Process

A nominating committee of five members will be chosen from the membership of the school-community council. The nominating committee will choose its own chairperson.

ARTICLE V. RESTRICTIONS

The school-community council shall observe the policies and procedures of the Atlanta Public Schools.

Objectives

The objectives of the Teacher Corps community component are as follows:

1. To develop and expand program activities which will give acceptable attention to direct involvement of parents and community agencies in the impact area, which is the East Lake section of Atlanta; specific sites, Drew Elementary School and East Atlanta High School.

2. To offer programs of training, programs of action-based activities, and programs of cultural awareness and appreciation of heritage and personal worth.

3. To offer planned, varied experiences which will create

situations demanding communications and support functions (i.e., problem-oriented experiences in which parents must interact to agree upon solutions, and to confront problem situations which require interdependence).

4. To sponsor and support regularly planned and scheduled community action programs which will require participation by an increasingly large segment of the target area, such as the School-Community Council and juvenile agencies.

5. To develop a workable system of rewards and incentives which will encourage creative parental involvement. These may include field trips, token honoraria, and special classes.

6. To more broadly disseminate, through an official group, pertinent knowledge, skills, and findings of an arranged, working, community group—the School-Community Council.

7. To provide an adoptable model which may serve as a vehicle for continuous and more refined parental involvement.

8. To enlist and support consistent and trained parental involvement and cooperation with the school system (i.e., training parents to serve as tutors, para-educators, etc.).

The objective of the school is to help identify and relate activities to the needs of the community and their children.

The community objective is to assist in creating an environment which encourages two-way communication between community and school.

Committee Task Forces

The chairpersons of the task forces may volunteer or be appointed by the chairperson of the council. Examples of task forces are the Ways and Means Committee, Program Committee, and the Membership Committee. Members of the task forces may volun-

teer or be appointed by the chairperson and/or council members.

Relationship with Other Councils and Agencies

The School-Community Council shares resources of the Interagency Council, Governance Council, and DeKalb Area Council. The councils and agencies work collaboratively to meet needs of the community and the school.

Activities

The Committee on Needs Assessment met to begin the process of formulating needs to which the Drew School-Community Council could direct its activities. After a general discussion of the identified needs, the committee placed each need into one of three categories which they felt would provide some direction for the continued deliberations of the School-Community Council.

The three categories are: (a) Urgent needs, or those to be done immediately (publicity, recreation programs, and communication network), (b) Secondary needs (directory, Drew as a community school, beautification projects, voter education and registration, funding and proposals, and functions of government), and (c) Needs requiring additional information and direction (Metropolitan Atlanta Rapid Transit Authority to expand community weekend bus service, more businesses to locate in the East Lake community, identifying and enclosing the boundaries of East Lake Meadows).

The above categories were presented to the Council and the following activities were decided upon as projects:

Directory. The committee felt it would be beneficial for all residents of East Lake Meadows to have a directory which listed the services available to them and the methods for obtaining the services. A survey was made of all the agencies serving the East Lake Meadows community and the methods for obtaining the

services. Information (name of agency, phone number, and person to contact) was compiled and presented to the Council for approval.

Beautification Project. It was recommended that the Council sponsor and direct an effort to beautify the East Lake Meadows complex. Committees were set up (purchasing, planting, write-up, collecting, and contact) to initiate the project. All agencies and councils worked cooperatively on improving the environment of the school and community.

Publicity. The Council believed that it would be helpful to get continuous media coverage of the activities of the Drew School-Community Council. The consensus was that positive news of the activities would stimulate community interest. Thus, Alexis Scott Reaves, the Education Editor of the *Atlanta Constitution*, was contacted to ensure newspaper coverage of all activities and program development.

Recreation Programs. The Council suggested that there is a continuing need in the community for a variety of recreation programs. Further, it was suggested that, in addition to standard recreation activities, it would be beneficial to explore the possibilities of developing programs in the arts. Thus far, one person has agreed to offer an eight-week course in ballet, and other discussions are underway at Georgia State University to explore the possibilities of developing student-run recreation programs and art classes.

LEADERSHIP

Style and Control

Membership. The leadership of the Council represents a cross-section of all segments of the school's attendance area, including agencies and institutions, community persons, teachers, principal, Teacher Corps representatives, and interns.

Selection. The names of prospective council members were submitted to the task force made up of school staff, parents, community persons, interns, and Teacher Corps staff. The job of this task force was to make sure that all role groups were represented on the Council. A membership committee is being created with emphasis on ensuring both continuity of present membership and new representation.

Size of Council. The size of the Council (20 to 25 persons) is small enough to ensure workable meetings, but large enough to represent the school/community.

Meeting Place. The Council shall meet twice monthly until fully organized. After the Council is fully organized, it shall meet once a month. All meetings are to be held at the Charles Drew Elementary School.

Agenda. The agenda is prepared by the chairperson, in cooperation with the principal and community coordinator. All Council members have a chance to give input. Agendas are sufficiently flexible to permit the consideration of immediate concerns at each meeting.

FINANCING

Some financing will be provided by Teacher Corps through its community component. Georgia State University will develop student-run recreation programs and art classes. Alexis Scott Reaves, the Education Editor of the *Atlanta Constitution*, will provide coverage for the Council.

PROBLEMS AND DIFFICULTIES

1. The degree of accepted input from all Council members is crucial to effective operation of the Council. It is important that all members give feedback at each of the meetings. Support and resources should be provided.

2. Assistance should be given to the Council in developing skills for planning and implementing.

RESULTS

The Council will frequently assess its progress toward goals established at the beginning of the year. The general evaluation process is comprised of two facets: the ongoing or informal type of evaluation and the more formalized "paper and pencil" Discrepancy Analysis, completed yearly. The various experiences and activities of the Council are enumerated and Council members participated in the activities. At the end of the school year, the chairperson and principal should prepare a statement for the Council. Continuous evaluation will contribute to the development of a successful Council.

RECOMMENDATIONS

The Council is being organized to include community members and school personnel who will continue the Council once the Teacher Corps program ends.

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SCHOOL-COMMUNITY COUNCIL GOVERNANCE HILLSBOROUGH COUNTY

by
Terry Tappouni
Linda Tell

SETTING/BACKGROUND

The community is an integral part of the total Teacher Corps program. The formation of a school-community council helps to ensure participation by a broader segment of the community. In our case, the School-Community Council has been formed concurrently with the formation of the community component, heightening community involvement from the start.

Our School-Community Council is a product of Teacher Corps and is presently a task force of the Teacher Corps project. Since the scope of this paper deals with school-community councils, our emphasis will be on the council rather than its relationship to the Teacher Corps project. We hope our experience in forming a council will benefit community members interested in similar goals whether they are or are not involved in Teacher Corps.

Mitchell Elementary School is located in Tampa, Florida, a city of 289,000 inhabitants. The school contains kindergarten through

the sixth grade. The building, which was constructed in 1915, serves 645 students.

Because of the plan of desegregation in the school system, Mitchell serves two separate geographical areas. One area is close to the school and the other is a satellite area from which about 110 children come. When discussing our community, we are combining both geographical areas.

School records indicate that 50% of Mitchell students qualify as being economically disadvantaged according to the federal guidelines developed for Title I. However, it is important to note that Mitchell School serves children from all economic levels and cultural backgrounds. Our school community is a rather balanced reflection of society as a whole. Approximately 28% of the student population is black and about 6% have Spanish surnames.

Our school and the community which it serves are similar to the larger setting in which they are placed. There are many resources within the school area which provide supportive instructional and enrichment services. There are also many organizations functioning within the school and the community which rely on school and community involvement.

It is apparent within our school and our community that the continued improvement and increased usability of the available resources are needed. The need for more resources is questionable.

ORGANIZATION

In forming a school-community council, we were very cautious that our plans for a new organization were meaningful within the setting that existed. We hoped to add to the strength of that setting, not to hinder any of its components.

In planning our School-Community Council, small group meetings and individual contacts with school personnel and community persons were established. The focus of this was to

ascertain the needs of the school and the needs of the community. A strong desire for an improvement in the relationship between the school and the community was evidenced. Better communication as a means to this end was stressed.

The Community Coordinator informed school personnel and community persons that a Council was being formed which would direct its efforts toward strengthening the relationship between the school and the community. This group would also aid in communication between the various role groups involved in the school and community. From those who showed interest and considering a need for representation by role groups and geographical areas, a group of sixteen persons was asked to serve on the Council.

These persons met and accepted the responsibility of forming a functioning Council. They agreed upon the following guidelines:

1. The Council's efforts were to be directed toward the relationship between the school and the community in order to benefit the children.

2. The Council would represent role groups involved with the children.

3. The Council would represent the diverse backgrounds from which the children came.

4. The Council would limit itself to working with the school and the immediate community served by the school.

5. The Council would be funded by the Teacher Corps project. In the future, funding would come from alternate means such as support from school groups, fund raising, etc.

6. The Council would be a product of the Teacher Corps project, but would be an autonomous body.

By-laws were then written which reflected these guidelines.

These by-laws are included at the end of this article (see Appendix A). Once these by-laws were completed, officers were elected. More members were added to obtain a truer representation of the community and of organized groups functioning within the school. These members were added according to the by-laws; however, it is hoped that in the future these positions might be filled by an elective process. It is also hoped that eventually, as our efforts broaden, our representation will also broaden. It is conceivable that then role groups such as senior citizens, outside groups, junior and senior high school students, etc., will be represented.

Our present Council membership is included in Appendix B, indicating representation by role. We wish to emphasize that efforts have been made to involve the multicultural aspects of our community. Of the twenty-one members, six represent the black community and two represent Hispanics. Efforts have also been made to represent the geographical areas of our community.

PROCEDURES

Meetings presently are held bimonthly. The Council Chairman, a community person, proposes an agenda which can be added to by any concerned individual or group. The effort is made to keep meetings open to any interested persons and to freely encourage input from the entire school and community. At this time, all of our Teacher Corps interns are attending at their request. Agreement of the entire group is sought on decisions.

Often an area of interest is indicated and assigned to a task force. Most task forces are a cross section of the three groups making up the Council. It is their responsibility to study the situation and then recommend, coordinate, and/or instigate a solution communicating regularly to the Council of their progress. Sometimes for large projects, the entire Council works as a group, perhaps even drawing in further resources.

The relationship of the Council to the school, the community,

and to other organized groups, such as Teacher Corps, Parent Advisory Committees, etc., has had much consideration. All of these groups are related by their concern for children. Within our setting, it seemed far more appropriate for the Council to support, rather than duplicate, these efforts. To do this, it was necessary to provide a global role for the Council. This role had to support all the concerns of the varied groups without interfering with the roles of these groups. The Council chose the areas of communication, coordination, and public relations as a means of strengthening the relationship between the school and the community.

Strength would be derived from the stronger relationship between the school and the community. Commitment to this goal would be facilitated by representation that is a true reflection of all that exists. The Council functions from a broad base. This base permits the Council to recognize the strengths inherent in our school and community and commits these strengths without conflict to a common goal.

ACTIVITIES

The Council will introduce several means of increasing communication. A thorough needs assessment will be done with short follow-up assessments on a regular basis. Communication from the community will be gathered by personal contact, group meetings, and written forms. A sincere effort will be made to respond to all communications. The balanced representation on our Council will be used to encourage the dissemination and the intake of communications. The emphasis is definitely on input as well as output.

The Council plans to provide information on the resources that are available and to encourage their usage. In this way the school, through the Council, remains a catalyst in bringing together the community and the resources.

The Council will help to coordinate and promote school activities so that those who wish to be involved can not only know what is available to their children and themselves, but also be encour-

aged to participate as their interest warrants. Two examples of other coordinating services provided by the Council include answering transportation problems created by our two separate geographical areas by facilitating carpools and providing volunteer drivers. Field trips will be encouraged as another means of bringing the children and adults to the resources.

Public relations will be promoted through varied materials, notices, displays, and personal contact. One example of how the Council will be involved in public relations is an activity now being organized to promote all that is available at the school. This program will be sponsored by the School-Community Council and presented to the community with the help of the school, the community, and the organizations. The program will open with a multimedia presentation on the School-Community Council. Displays will be set up showing the many organizations functioning in the school and the varied services and activities offered not only to the children, but also to the school and community. Classrooms will be open with books and materials displayed. Demonstration activities with children and adults will be ongoing with persons assigned to each area to provide additional information. This type of program shows how our School-Community Council acknowledges the separateness of all groups and enhances the strength derived by the interrelationship of these groups.

EPILOGUE

We are very new to the task before us. Our biggest pitfall will come about if we fail to listen to those whom the Council represents. Our School-Community Council has been designed to be an autonomous body deriving its continuation from its own effectiveness. If the Council remains a true representation of the school and the community and continues to listen to the needs and interests of that representation, then the Council will serve an effective function and will be strengthened by those whom it represents. If the Council fai's to do this, it will either cease to exist or change to perhaps a less meaningful existence. Both the strength and the weakness of our Council lie in its autonomy.

APPENDIX A
SCHOOL-COMMUNITY COUNCIL BY-LAWS

ARTICLE I: NAME

The name of this association is the Henry Mitchell School Community Council. This Council is, at present, a task force of the Teacher Corps project.

ARTICLE II: PURPOSE

SECTION I:

The purpose of this organization shall be to strengthen the relationship between Mitchell School and the community which it serves, in order to benefit children and youth.

SECTION II:

The objectives of this organization are:

A. To encourage communication between school and community.

B. To encourage involvement between school and community.

C. To encourage and promote instruction and education within the school and community.

D. To recognize the multicultural aspects of our community and the value of cultural enrichment.

E. The policy of the School-Community Council is not to interfere with, but rather to enhance, the educational opportunities of children and adults.

ARTICLE III: MEMBERSHIP

SECTION I:

The membership of this Council should be truly representative of the school and the community which it serves.

SECTION II:

The Council shall equally represent:

A. School personnel

B. Parents

C. Organized groups and/or community persons at large

SECTION III:

New members shall be accepted by the following process:

A. Nomination by a Council Member

B. Approval by the membership

C. Consent of the prospective member

SECTION IV:

Members shall be required to actively participate in the goals and activities of the Council.

SECTION V:

The Chairman will, by a decision of the Council, ask any non-interested and/or non-participating member to vacate.

SECTION VI:

Each member shall annually give consent to serve on the Council.

ARTICLE IV: OFFICERS AND ELECTIONS

SECTION I:

The officers of the Council shall consist of a Chairman, a Vice Chairman, a Secretary, and a Treasurer.

SECTION II:

The following are policies of officer elections:

A. Officers shall be elected annually, in the Spring, by ballot.

B. If there is but one nominee for any office, election may be by voice vote.

C. Nominees shall come from the Council.

D. Only those who have signified their consent to serve shall be nominated or elected to such offices.

E. A vacancy occuring in any office shall be filled immediately by vote of the Council.

F. A person shall not be eligible to serve more than two consecutive terms in the same office.

ARTICLE V: DUTIES OF OFFICERS

SECTION I:

The Chairman shall preside at all meetings of the Council and

shall coordinate the work of the Council officers and committees, in order that the purposes of the Council shall be promoted.

SECTION II:
The Vice Chairman shall preside in the absence of the Chairman and shall act as an aide to the Chairman.

SECTION III:
The Secretary shall keep a correct record of all meetings.

SECTION IV:
The Treasurer shall receive all monies of the Council and keep an accurate record of receipts and expenditures. The Treasurer shall make an annual report to the Council.

ARTICLE VI: MEETINGS

SECTION I:
Meetings must be held at least once a month.

SECTION II:
Council meetings shall be open to the general public. The privilege of holding office, making motions, and voting shall be limited to members of the Council.

SECTION III:
Fifty percent of the membership shall constitute a quorum.

SECTION IV:
Special meetings of the Council may be called by the Chairman, or upon request to the Chairman by five Council members.

ARTICLE VII: COMMITTEES

SECTION I:
The Council Chairman or the Council may create such committees as they deem necessary to promote the purpose and carry out the work of the Council.

SECTION II:

No committee work shall be undertaken without the consent of the Council.

ARTICLE VIII: PARLIAMENTARY AUTHORITY

SECTION I:

Parliamentary authority shall be *Robert's Rules of Order Newly Revised*, when not in conflict with the By-laws.

ARTICLE IX: AMENDMENTS

SECTION I:

These By-laws may be amended at any regular meeting of the Council by a two-thirds vote of members present and voting, provided that notice has been given at the prior meeting.

SECTION II:

A committee may be appointed to submit a revised set of By-laws as a substitute for the existing By-laws only by a majority vote at a meeting of the Council. Adoption of a revised set of By-laws shall be by a two-thirds vote of the Council.

SECTION III:

The By-laws must be reviewed every three years.

APPENDIX B
MEMBERSHIP OF THE SCHOOL-COMMUNITY COUNCIL

SCHOOL

Teacher (Primary)
Teacher (Intermediate)
Teacher (Special Services)
Aide
Intern
Curriculum Specialist
Principal (ex officio)

ORGANIZED GROUPS

Teacher Corps Community Coordinator
Teacher Corps Program Development Specialist (2)
Parent Teacher Association Board Members (3)
ESEA Parent Advisory Committee Member

COMMUNITY MEMBERS

Parents (7)

eight

SCHOOL-COMMUNITY COUNCIL GOVERNANCE
LEON COUNTY

by
Leroy Simmons

SETTING/BACKGROUND

The FSU/FAMU-Leon County Teacher Corps project is a cooperative effort involving faculty from the Colleges of Education at Florida State University and Florida A & M University, and parents and educators from Riley Elementary School, a unit of the Leon County School District in Tallahassee, Florida. The project has its foundation in the application of the Florida Assessment and Diffusion System Model, which establishes a process whereby needs are identified and appropriate research findings are selected to meet the needs.

Riley School is located in a predominantly black, low-income community. The school serves students from this area as well as from integrated white neighborhoods to the west of the school. Racial balance among the school's student population of 560 is 60% black and 40% white and non-black minorities, contrasted to a county-wide balance of 33% black and 67% white and non-black minorities.

Thirty-five adults are employed at the school in administrative and instructional roles—a principal, a curriculum coordinator, two secretaries, two aides, and twenty-nine teachers, including a media specialist, a guidance counselor, and four Title I reading teachers. The racial balance among school administrative and instructional staff is 30% black and 70% white.

RESOURCES AVAILABLE TO THE PROJECT

Three major resource pools are available to teachers, community members, and project personnel involved at the Riley School—the College of Education at Florida State University, the College of Education at Florida A & M University, and the Leon County School District. The two universities, in addition to providing traditional courses, have supplied the services of resource teachers, conducted individual testing programs, and provided observations and conferences in individual classrooms. University personnel from both institutions have participated in task forces dealing directly with the special needs at the Riley School and have led "behind-the-scenes" evaluation and development activities.

In addition, the Leon County School District has been heavily involved in the project at Riley School. Not only has the District supplemented the salaries of project personnel, but it has also supported release time activities for teachers involved in project functions. Throughout the project history, the Leon County School District has provided ample physical facilities and made equipment available to project personnel.

PROJECT OVERVIEW

The single most unique aspect of Teacher Corps projects is the built-in mechanism for collaboration between educational professionals and the community. Specifically, the Teacher Corps model of project governance requires that each project:

1. Have a steering committee responsible for overall program

and policy decisions for the project.

2. Have a school-community council responsible for supporting, directing, and coordinating teacher training.

3. Include appropriate representation from the school, community, and university on the steering committee and school-community committee.

Therefore, the FSU/FAMU-Leon County Teacher Corps project, by its very nature, includes a mechanism for decision making designed with a conscious effort to include interfacing, interaction, and collaboration among all groups involved in project activities. The project proposal suggests a four-way collaborative effort among the College of Education at Florida State University (Childhood Education program), the College of Education at Florida A & M University (Curriculum and Instruction Department), the Leon County School District, and the Riley Elementary School. This cooperative group process has facilitated effective decision making, problem solving, and implementation of solutions to the special needs of Riley School.

The long-range results of this system of project governance have included:

1. Increased communication and understanding of school problems.

2. Application of research and development alternatives toward the solution of school problems.

3. Elimination of duplication and overlap in teacher training.

4. Involvement of parents in decisions affecting their children. As a result, parents have become more aware of the complexities of school administration.

PROJECT GOVERNANCE

Project governance is administered through three major decision-making bodies—the Teacher Education Center Advisory Council, the Teacher Corps Steering Committee, and the Riley School Community Council. The composition, administrative structure, and function of each body will be discussed in detail.

The following flow chart (Figure 1) depicts the governance structure of the FSU/FAMU-Leon County Teacher Corps project.

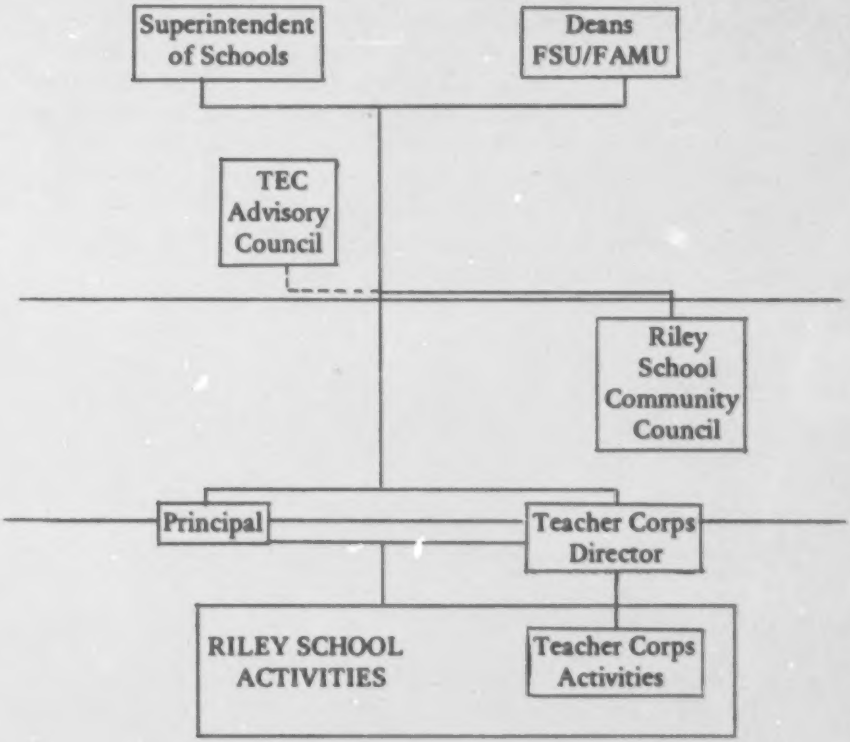

Figure 1
Governance Structure of the
FSU/FAMU-Leon Teacher Corps Project

The primary decision functions of each organizational element are indicated by placement on the chart (reference to the ordinate labels). The two solid lines, reading from bottom to top, represent cumulative accountability for decision making, e.g., while the Teacher Corps Director has primary accountability for governance and formulative decisions, he has cumulative accountability for all levels of decision making by organizational elements subordinate to him (not shown). The dotted lines represent primary communication functions among organizational elements.

This decision-based, functional organizational model is not status-related. The purpose of the model is to assign accountability to specific functional units within the project.

Governing Bodies

The first governing body mentioned, the Teacher Education Center Advisory Council, a subordinate unit of the Leon County Teacher Education Center, establishes goals and policies for inservice teacher education in the Leon County School District. The Council consists of representatives from the community-at-large, school district administrative and supervisory personnel, teachers, local professional organizations, and faculty and administrators from both Florida State University and Florida A & M University. Policy decisions made at the Advisory Council level are overarching, governance decisions which direct and control the District's thrust in the area of teacher education. It was during the proposal stage that the Council agreed to accept a Teacher Corps project as one of the vehicles through which its services could be delivered.

The TEC Advisory Council brings a district-wide perspective to the Teacher Corps project at Riley School. It has carried out the following functions in relation to the project:

1. Review of input and processing of evaluation reports.
2. Review of external project audits.
3. Review of financial reports.

4. Study of relationship among goals, program, and results.
5. Recommendation of redirection for project when necessary.

While the broadly-based expertise has been an obvious advantage in the evaluation and implementation processes mentioned above, definite disadvantages exist which deserve mention. Since the unique needs and problems encountered at Riley School differ from other schools in the district, a non-representative group such as the TEC Advisory Council may not be completely aware of the environment existing and the problems inherent in the very nature of the school. The possibility exists that a less-than-completely involved group is making decisions affecting the program's evaluation and redirection.

A second, but equally problematic situation, is the tendency for the District to view the Teacher Corps project as being "rich" and unwilling to share the wealth. This situation is exacerbated by the fact that the Teacher Corps project has a legislative obligation to meet the needs of Riley School. As a result, there is a *potential* for non-cooperative behavior from the District. It should be noted, however, that in reality this problem does not yet exist.

The second governing body, the Teacher Corps Project Steering Committee, consists of the Dean of the College of Education at Florida State University, the Dean of the College of Education at Florida A & M University, the Leon County Superintendent of Schools, his Associate Superintendent for Instruction, the facility principal, and the chairpersons of the departments at Florida State University and Florida A & M University where the Teacher Corps is housed. This committee meets quarterly to discuss the "impact" of the Teacher Corps project on their respective organizations. The Steering Committee is also responsible for the determination of project fiscal policy.

Third, the Riley School Community Council serves as a governing body formulating project policy as it relates to the school site. The composition of the Council is reflective of the concept of collaborative decision making; at least half the members are not from the school staff. Teachers elect eight parents from among

applicants to serve on the Council. Four areas of community are represented with the number of representatives varying from each area according to student population. Six teacher-members have been chosen to represent each grade, special area, and regular classroom in the school. The ratio of regular teachers to special teachers is 2:1. Four representatives appointed from the universities, school district, and PTA, as well as five school staff personnel (the Principal, Site Coordinator, Community Coordinator, one intern, and the Project Director) comprise the remaining membership. The Council, with staff assistance, meets monthly.

The Community Council is presided over by two officers elected by majority vote of the Council—a Chairperson, who is a classroom teacher at Riley, and a Recorder, who is a parent from the community. The officers, together with the Riley School Principal and the Teacher Corps Director, sit on the Executive Committee to plan agendas, schedule meetings, and prepare materials for committee action. Individual problems are referred to four special subcommittees: (a) Community Involvement, (b) Program, (c) Title I, and (d) Finance. Each committee is composed of parents, teachers, university personnel, and a Teacher Corps staff member. Membership is determined on a voluntary basis depending on the interest in and knowledge of each committee's activities.

As suggested by its name, the School Community Involvement Committee deals with problems of a school-community nature. These have included: (a) parent training, (b) intern community involvement, (c) volunteers, (d) reorganization of the PTA, (e) the allocation and use of resource personnel, and (f) program priorities.

The Program Committee is responsible for coordinating training/retraining activities into the regular school program. When decisions relative to program options are required, the committee prepares a case file to inform the Community Council as to available options. Specifically, the Program Committee has dealt with: (a) organization of task forces, (b) review of task force suggestions, (c) continuation proposals, and (d) modification of

any of the other functions.

The Title I Committee was established in accordance with both Teacher Corps and Title I guidelines requiring that a parent-teacher group direct their activities.

Finally, the Finance Committee deals with expenditure of funds allocated to Community Council control and program-related activities which have not been identified. An example would be the expenditure of money for the use of resource staff.

During the summer prior to the beginning of the program, a special committee representing the universities, school district, and community-at-large developed tentative by-laws for the Riley School Community Council, stipulating objectives, qualifications for membership, terms of office, election procedures, and the overall Council philosophy. This special committee's statement of philosophy stressed "school-community cooperation in examining and responding to the educational needs of children." Following this charge, the Council monitors and evaluates proposed changes in the school program as well as coordinates Teacher Corps, ESEA/Title I, the Teacher Education Center, and university program activities. In carrying out these functions, the Council has been delegated decision-making authority by the Leon County School District. This authority does not supplant that of the Leon County School Board; in fact, the Board has given the Riley School Community Council the broadest possible discretion in making decisions relating to the design and implementation of the personnel training program at Riley. The Council operates completely within the requirements of federal, state, and local laws, rules, and regulations.

Effectiveness

Assessing the long- and short-term effectiveness of the Council on the Teacher Corps project, the District, the school itself, or on the community is complex. Decisions of the Community Council have been diverse and consequences for those involved in the

giving and receiving of services have been varied. The Council has dealt directly with:

1. Budget—expenditures for equipment, inservice activities, expanded curriculum, conferences, consultant fees, etc.

2. Appointment and reappointment of support/resource personnel.

3. Setting of program priorities.

4. Determination of the role of the Teacher Corps staff.

5. Student/teacher ratios.

6. Volunteer programs, community involvement, and parent training activities.

Two major classes of projectwide evaluation efforts have been aimed at helping decision makers know how various groups feel about the project. A parent survey has been conducted each year to indicate the effect upon students, parent/teacher relationships, and parents' understanding of school administration. Staff surveys have concentrated on determining satisfaction with logistical aspects of the project, as well as attitudes concerning educational, philosophical, and/or organizational issues upon which future decisions will have to be made.

Other projectwide efforts have included evaluations of the Teacher Corps staff, the Teacher Education Center in Leon County, the volunteer programs, consultant and resource services, training and retraining demonstration activities, and participation of parent/staff groups in project governance. In addition, the Council's intra-school evaluation efforts assessed specific programs within the school (e.g., reading/language arts, learning/behavior, mathematics) and observed the interaction patterns of teachers and staff. While actual evaluations were designed and performed by the project evaluation staff, the Council has used the results to monitor program activities, formulate policy, and solve specific

problems.

Perhaps the biggest contribution of the Council is that it exists, and in doing so has provided a voice for parents who are seldom given an opportunity to provide input in educational decisions. The Council might be considered a "grassroots" educational organization, with the potential for giving teachers and parents operational control over the things that affect them and their children; it also provides IHE with intimate interaction with parents and teachers that they do not usually have in their normal routine.

PROBLEM AREAS

In spite of its forward thinking philosophy and representative decision-making structure, the Community Council has been saddled with problems. First, since the Council did not exist at the time of the Teacher Corps proposal, difficulty has been encountered in determining decision-making authority over many items which are predetermined by the proposal and by Teacher Corps-Washington commitments. Secondly, continuing low attendance with approximately 25% of the membership absent from each monthly meeting points to the changing nature of the Council's activities. Attendance was highest in the initial problem identification phase. Agenda items touched on real concerns for the various components represented. For example, parent attendance was highest when the Council dealt with stage and blackout curtains, air conditioning, and general maintenance problems of the school. Teacher attendance was best when schoolwide discipline problems and retaining a second grade teacher were discussed. Finally, university faculty representation was highest when university faculty resource time commitment decisions were made.

Another problem faced by the Council is the fact that it does not have its own operational budget.

What has appeared on the surface to be apathy on the part of the Council members could very well be a failure on the part of

Council leadership to recognize and be responsive to the needs of the membership. As mentioned previously, the Executive Committee sets agenda items; thus topics and themes for consideration in committee and by the general membership may not reflect real concerns of all segments of the Council.

Perhaps the problem lies with erroneous assumptions concerning a commonality of attitude where none exists. Other than sharing a common concern for quality education, Council members often differ widely on the kinds of efforts and implementation needed to improve the school program. Even though everyone in a well-defined geographical area suffers similar problems, it cannot be assumed that they will evolve an identical list of priorities or that they will agree on methods to be used in dealing with their common concerns.

Successful citizen participation requires the establishment of mutually acceptable objectives, and this must be done to ensure the viable future of the Council. The following section deals with recommended strategies to aid in this process.

RECOMMENDATIONS

Citizen participation usually requires an involvement on a volunteer basis for prolonged periods of time without tangible evidence of success. The following strategies are suggested to generate involvement and interest in governance and other forms of program activities, as well as provide the membership with a sense of increased self-determination:

1. Attention should be given to needs on both an individual and group level.

2. Provision should be made for a mechanism for Councilwide input into the agenda-setting process.

3. Operational funds should be placed into the hands of the Council.

4. The Council should be involved in proposal-writing activities.

SUMMARY

Governance is a complex and often misunderstood issue in program development. In the case of the FSU/FAMU-Leon County Teacher Corps project, it has referred to the relationship between the program administration, the program itself, and the constituencies. The level of "acceptance" of the inservice program by those involved and affected by it must be considered a factor in the process.

Collaboration is the bottom line for the decision-making structure utilized in the FSU/FAMU-Leon County Teacher Corps project. Within this system, an inherent, carefully structured management and evaluation framework is utilized as a required aspect of the Teacher Corps model of project governance. Policy decisions which are seen as overarching major decisions are administered by the Teacher Education Center Advisory Council. Policy decisions related to the Riley School site are labeled for formulative decisions and are determined by the broadly-based Riley School Community Council. Project fiscal policy is determined by the Teacher Corps Project Steering Committee, consisting of representatives of the institutions involved in and served by the project.

The actual program governance mechanism is information processing that will support policy and decision making relevant to the accomplishment of intended outcomes. Decisions related to project administration, implementation, and evaluation are targeted on changes in the Riley School, the teacher education programs at Florida State University and Florida A & M University, the Teacher Corps program and its interns, Leon County School District teachers, and selected aspects of individual pupils and community performance.

A unique aspect of Teacher Corps projects is the built-in mechanism for collaborative decision making between those involved in giving services and receiving services. School-Community Councils,

with their broad representative bases, can provide forums for the solution of the tough questions and problems a school such as Riley Elementary faces. Differences can be resolved and transformed into mutually agreed upon needs and goals. In contrast, narrowly based decision structures, dominated by either teachers or parents, have not been completely successful. Curriculum advisory groups and PTAs serve as examples of homogeneous groups lacking a broad base for effective change.

The education of teachers and the ultimate improvement of the teaching profession is the business of universities, parents, and communities. The Riley School Community Council has the required participant base to give all these entities a voice in at least some aspect of teacher education.

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SCHOOL-COMMUNITY COUNCIL GOVERNANCE
JACKSON

by
Patricia Grierson

SETTING/BACKGROUND

The Jackson Teacher Corps project was developed and is being implemented by a joint venture of Jackson State University, the Jackson public schools, and the Jackson community. This two-year intensive field-based, competency-based teacher education program is designed to retrain and produce highly competent teachers for junior high school children of low-income families.

Blackburn Junior High School, the site school, is one of nine junior high schools in the Jackson public school system and accommodates 740 students with a 19 to 1 black/white ratio. Four interns, one for each subject in the areas of English, math, science, and social studies, along with four cooperating teachers (one from each area), a team leader, and a half-time secretary constitute the on-site team.

The four interns will receive Masters of Science degrees in Reading Education through the Guidance Department and will meet Mississippi teacher certification requirements in reading and

their respective content areas upon completion of this competency-based teacher education program which is field-oriented.

The School-Community Council began as an outgrowth of Teacher Corps. A provision for it was written into the proposal for Teacher Corps. The Council meets once each month with additional "called" meetings as needed. The Council decided it would be a good idea to include the PTA in its membership. A chairperson was appointed by the Site Coordinator and later confirmed by the Council members.

The Community Component is designed to bring the school and community closer together and involve them directly in the task of educating children. Neither the Community Coordinator, the Council Chairperson, nor the Council itself will be limited by or to the specific objectives outlined below, but they will be guided by them as the specific subobjectives are negotiated and developed as determined by needs identified by and in the community.

GENERAL OBJECTIVES

1. To get more and more parents and other community persons aware of and involved in the Teacher Corps idea.

2. To identify and recruit persons from the community who are capable and willing to take over classes at Blackburn for short periods of time to allow regular classroom teachers to attend training sessions, visit other classrooms, attend conferences, etc.

3. To establish a center where the reading skills of adults can be developed and/or improved.

4. To develop a community outlet for artistic creativity.

5. To develop a community newsletter.

6. To identify and recruit parents with special skills and talents and to get them to share these with teachers, students, and others.

7. To provide a framework whereby seminars and training sessions can be provided for parents on a need basis on such topics as problems of teenagers, child-parent relationships, community problems, etc.

8. To develop an information referral service system to bring available resources and school-community segments closer together.

9. To provide a system of peer counseling for community youths.

10. To provide after-school supervised activities for some community children.

Means of achieving the above objectives will be open-ended and implemented as ongoing assessments indicate. Examples of activities used to implement the general objectives are as follows:

1. Use the news media and the Jackson State University radio station (WJSU) to apprise the community of the Teacher Corps efforts. Hold community and school meetings to talk about the Teacher Corps idea.

2. Ask persons who are known to be retired teachers, unemployed teachers, part-time teachers, and housewives with college degrees who are not teaching to become involved in the Teacher Corps effort and to assist in identifying other such persons.

3. In cooperation with the Department of Reading, the Baptist Seminary, and other agencies, the Teacher Corps staff will set up and maintain a schedule whereby persons with skills in teaching can tutor and otherwise assist adults who need their services.

4. Organize a community drama guild that will involve all ages; organize classes in elementary photography for every adolescent; organize craft classes for all ages.

5. Organize children and community persons to publish a

monthly or bimonthly newsletter.

6. Have the PTA establish a pool of persons to get involved in classroom activities at Blackburn Junior High.

7. Identify consultants to conduct sessions on various topics of community concern.

8. Cooperatively develop a system of information flow to ensure that needed and pertinent data will be delivered to the persons who are to use it for planning and implementation.

9. Recruit, train, and involve a group of teenagers to serve as peer counselors.

DEVELOPMENT OF THE COUNCIL

Need/Purpose

The School-Community Council was developed to carry on the concept, functions, and responsibilities of Teacher Corps, when the project is no longer in existence.

Composition

The School-Community Council is composed of community persons, laypersons, representatives of IHE, students, the churches, and all other interested persons including parents.

Training

Since the PTA had dealt with the community and knew more about it than did Teacher Corps, the latter felt there was not a need for further training, per se. However, the Community Council has attended workshops on community education. Training will occur as is deemed needed.

SECTION I: Membership in Organization

Membership in the Community Council shall consist of representatives from the business profession, the clergy, the teaching profession (including one representative from the PTA, parents, students, the news media, and members of other community agencies and interested persons). The number of members shall total thirty persons.

SECTION II: Business, Purpose, and Power

The business, purpose, and power of the Council shall be to pool the resources of the Community and to serve as a governing agency of these community resources–for example, Teacher Corps. The Council could also serve as a stimulative agency for the community, discovering the needs of that community and working toward solutions for those needs in cooperation with the school and other agencies.

SECTION III: Officers

Officers for the Executive Committee of the Council shall consist of the following: a chairperson, a secretary, a coordinator (ex officio), and a principal (ex officio). The Executive Task Force shall consist of the Executive Committee of the Council and at least one parent and one student. Membership rotation shall occur every three years.

SECTION IV: Meetings

The Council Task Force shall meet once each month. The entire Council shall meet once every two months with evaluative proceedings quarterly. Additional meetings will be scheduled if necessary.

SECTION V: Relationship with Other Councils

The Community Council shall maintain a working relationship with the representatives of member agencies in the community.

SECTION VI: Finances

Financial sources for the Council will be primarily of a volunteer nature. A nominal fee for courses and workshops will be charged as deemed appropriate by the Council. Remaining funds will come from outside funding sources.

Role/Objectives

The School-Community Council's role is to coordinate all community activities whether recreational or content-oriented. The activities will go before the Council for approval and recommendations. The School-Community Council has a responsibility in determining the type of training that is needed to overcome the learning deficiencies of the children at Blackburn Junior High. The Council is represented by teachers, businesspersons, clergy, students, parents, news media persons, community residents, PTA persons, and city officials.

The School-Community Council, with the assistance of the community coordinator and the principal of the site school, will hold regular meetings that will be open to the general public to enhance the success of the project.

The School-Community Council, community coordinator, interns, parents, and university staff will react and interact in a collaborative relationship to enhance the program and jointly improve learning opportunities for students. The Council will provide:

1. Leadership
2. Impetus
3. Identification of community problems
    a. assess causes of problems
    b. design and implement plans for solutions of problems

Committee Task Forces

The Committee Task Forces are to be composed of four to five persons. They are to find solutions on methods by which the Council will hold elections, etc. (The Council, at its last meeting, decided to select eight members chosen from the general Council to serve in this capacity.)

Relationships with Other Councils and Agencies

Cooperation has been favorable. The PTA is involved. The Council is composed of PTA members, representatives from the Jackson Crime Unit of the police force, etc. The Vice President of the PTA is a member, as well as students, teachers, clergy, the Jackson Public Schools Human Relations Office, IHE, the School of Education at Jackson State University, various school principals, the mayor's office, and so forth.

Activities—Problem-Solving Process

We are in the process of doing a community survey to find out the needs of the community. If we uncover any problems, we will find out what Teacher Corps can do to help alleviate them. Also, the Community Component brought a tutor from IHE into the site school. And, in addition to these things, there is an expressed need for special classes. The macrame class is a favorite. This class has been in progress since January. It meets every Tuesday night.

LEADERSHIP

An Executive Committee of the School-Community Council has been formed to direct the Council members. Officers for this committee include the following: a chairperson, a secretary, a coordinator (ex officio), and a principal (ex officio). The Executive Task Force consists of the Executive Committee of the Council and at least one parent and one student. Membership

rotation occurs every three years, as outlined in the by-laws.

The Chairperson and the Community Coordinator make the agenda. Items on the agenda include those which express a need, and this need generally becomes the focus of the meeting.

FINANCING

The United States Office of Education provides funds for up to 90% of the salaries of interns and team leaders for Teacher Corps. Teacher Corps interns receive taxable stipends of $125. per week plus $15. for each dependent, while team leaders are paid according to local salary scales. The school district contributes 10% of the corpsmembers' salary costs. In addition, Teacher Corps-Washington pays for the cost of university training for interns, team leaders, and cooperating teachers. Those entitled to GI benefits may receive them while in the program.

PROBLEMS

Parent participation and cooperation, to the extent we would like, is a problem. This is one reason why we are conducting the survey. We are also going to use media services and direct correspondence to help overcome these difficulties.

ASSESSMENT OF EFFECTIVENESS

Thus far, under the circumstances, the effect cannot be measured because of a lack of earlier participation, but the future looks good. Also an evaluation form has been established for the Teacher Corps interns which shows a remarkable success.

RECOMMENDATIONS

After Teacher Corps, we hope that the idea will continue to live

in the form of the School-Community Council. When Teacher Corps has gone, the Community Component could be a part of the original Teacher Corps success story.

PART III

TRENDS IN GOVERNANCE

PART III—TRENDS IN GOVERNANCE

While the 60's of the twentieth century were noted for their turbulence and unrest at every level, the 70's will be remembered as the decade of accountability in government, ecology, and education.

The accountability influence in education has permeated programs and staffing as well as financing. Competency-based teacher education is one example of an attempted move toward staff accountability. The Teaching Center movement combines elements of both staff and program accountability. Perhaps the most influential force for accountability has come from the community in the form of local advisory councils. These advisory councils are not a product of the 70's, but the renewed interest and emphasis placed upon active community involvement now goes far beyond what the schools have previously experienced.

Between the end of World War II and the late 50's, education in the United States and most parts of the world enjoyed unprecedented public support with a minimum of public involvement. School boards tended to support administrative recommendations with relatively little in-depth analysis; PTAs were active improving playgrounds, building fences, supporting teachers, and beautifying the educational environment; parents were content to ride the crest of the postwar economic boom, financially support schools, and leave everything else up to the educators. School-community relations was a much talked about term. In actuality, school-community relations often emerged as simply two open houses each year and a monthly newspaper article.

The upheaval of the 60's took many educators by surprise and created a totally new educational climate beginning with an emhasis on equal educational opportunity and ending with demands for minimum standards of educational achievement. It was during this period of fomentation that community advisory committees began to step into the forefront as viable means through which equal educational opportunity might be monitored and implemented. The rapid rise of advisory councils, human

relations councils, biracial committees, and the like, caught most educators and community leaders by surprise. It is no wonder that many of these councils failed to perform at an effective level.

During the late 60's and into the mid-seventies, a number of forces began to strongly influence the trend toward more active and effective community advisory councils. Among these forces were:

1. Substantial pieces of federal legislation required advisory councils (ESEA, Title I, vocational, ESAA, community education, Teacher Corps, and the like).

2. State legislation requiring districtwide and/or local school advisory councils emerged and was enacted.

3. Teacher unions and associations began to encourage (at times, require) active community participation.

4. Community education with its emphasis on "process" began to spread rapidly and the community-school council emerged as the major process vehicle.

5. Local school boards began to react to community pressure to provide a means for more active and meaningful community input.

6. Large segments of the public began to openly criticize the schools for a lack of productivity which resulted in suits, the defeat of bond issues, and, in some cases, an actual reduction in funds. This caused educators to seek new strategies for increasing public support.

There is little doubt that the trend toward the school-community council is still growing and rapidly becoming a reality in most communities. The South Carolina Equal School Finance Act of 1977, for example, requires that a principal's advisory council be established in each school with a minimum of two-thirds of its members elected from the community-at-large. The degree to

which advisory councils are successful will depend upon a variety of factors such as school board and administrator attitudes, degree of apathy—or lack of—exhibited by community residents, economics, and legal decisions. However, one of the most important factors is the degree to which an outside stimulus such as Teacher Corps is able to help a total community realize its potential; organize, install, and train school-community councils; and provide a continuing environment in which the councils can grow, mature, and operate effectively without continued Teacher Corps support.

The case studies presented in the preceding section indicate that such a possibility is feasible—and is being carried out to some degree in many projects. Most of these projects have moved to their present level with considerable difficulty. Full, active, and positive community involvement cannot be accomplished in a short period of time. It is a process which must be gradually nurtured in the preliminary stages where many difficulties are encountered. Among the most serious problems facing new councils are:

1. Apathy about attending meetings.

2. Special interests which dominate (and often keep others away).

3. Attempts to move too fast on too big a problem.

4. Lack of understanding by members of their role.

5. Lack of training and experience in collaboration and shared governance.

6. Lack of specific organizational and operational guidelines or by-laws.

7. Difficulty in expanding and generating new resources.

8. Lack of problem-solving skills.

9. Lack of enthusiastic support on the part of school administrators and teachers.

10. Threats to other groups such as the PTA.

11. Lack of specific direction and tasks for members to accomplish.

The case studies reveal most of these problems which councils have encountered and, in some cases, solved—while in others the problems remain. Community involvement in the educational decision-making process is relatively new to many educators and community members. It takes time, training, and patience.

The most important contribution a Teacher Corps project can make, however, is the initiation of a "process"—the school-community council—which is capable of not only maintaining the positive changes the Teacher Corps project has installed, but is also committed to continually seeking and implementing additional changes to further improve the quality of life in the school and its community.